DOCUMENT RESUME

ED 317 728 CE 054 418

AUTHOR Sharples, Steve, Comp.
TITLE The Training of Trainers in the United Kingdom: A Documentary Dossier.
INSTITUTION European Centre for the Development of Vocational Training, Berlin (West Germany).
REPORT NO ISBN-92-825-7605-1
PUB DATE 87
NOTE 72p.; For other documents in this series, see CE 054 415-417.
AVAILABLE FROM UNIPUB, 4661-F Assembly Drive, Lanham, MD 20706-4391 (Catalogue No. HX-49-87-503-EN-C: $5.00).
PUB TYPE Reference Materials - Bibliographies (131) -- Reference Materials - Directories/Catalogs (132)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Computer Software; Continuing Education; Foreign Countries; *Industrial Training; Inservice Education; *Job Training; Postsecondary Education; *Professional Development; Secondary Education; Staff Development; *Teacher Education; Teacher Education Programs; *Trainers; *Vocational Education Teachers; Young Adults
IDENTIFIERS *United Kingdom

ABSTRACT

This document synthesizes information on the training of trainers of young people in the United Kingdom. The report looks at the situation in the United Kingdom in relation to career patterns, mobility in and between various types of training situations (in companies, in training organizations, and in the vocational education system), as well as the provision of inservice and preservice training. The report provides information to researchers and practitioners on material available on the subject and the points of contact for further information in member states of the European Community. Specifically, the document defines the process of trainer training, discusses barriers and problems, provides a selective annotated bibliography of 35 items, and then discusses training as an occupation, training qualifications, trainers and the Youth Training Scheme, trainers and open learning, and the question of educators versus trainers. The following appendixes are included: (1) a list of organizations directly concerned with training of trainers; (2) the Voluntary Registration Scheme (VRS) Code of Practice; (3) a list of VRS Network Members; (4) a description of support available for trainers and open learning projects; and (5) a directory of open learning packages for use in trainer training. (KC)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED317728

CEDEFOP Document

# The training of trainers in the United Kingdom: A documentary dossier

European Centre for the Development of Vocational Training

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE 054 412

BEST COPY AVAILABLE

CEDEFOP Document

# The training of trainers in the United Kingdom: A documentary dossier

**Compiled by:**
**Steve Sharples, Information Services Manager**
**BACIE**
**December 1986**

First edition, Berlin 1987

*Published by:*

CEDEFOP — European Centre for the Development of Vocational Training
Bundesallee 22, **D-1000 Berlin 15**
Tel. (030) 88 41 20, Telex 184 163 eucen d, Telefax (030) 88 41 22 22

The Centre was established by Regulation (EEC) No 337/75 of the Council of the European Communities

Cataloguing data can be found at the end of this publication.

Luxembourg: Office for Official Publications of the European Communities, 1987

ISBN 92-825-7605-1

Catalogue number: HX-49-87-503-EN-C

Reproduction is authorized, except for commercial purposes, provided the source is acknowledged.

*Printed in Belgium*

CEDEFOP-Introduction

This volume is one of a series of bibliographies/documentary dossiers on the theme of "Training of Trainers" prepared by the members of CEDEFOP's Documentary Information Network. More information on the network is contained in a note at the end of this volume. Dossiers/bibliographies on this theme are available for Belgium, Denmark, Germany, France, Ireland, the Netherlands and the United Kingdom.

The purpose of these dossiers/bibliographies is to provide information to researchers and practitioners on what material is available on the subject and what the points of contact for further information in Member States, are. CEDEFOP does not have the resources to translate the material sent by members of the network and each volume is, therefore, in the language in which it was prepared. It should be noted, however, that the summaries/abstracts are provided in English, French or German, and that also for each publication mentioned there are descriptors, drawn from CEDEFOP's multi-lingual Training Thesaurus (the Thesaurus has already been published in English, French, German and Italian, while a Portugese version has been completed, and Greek and Spanish versions are in preparation). Because of the length of some of the dossiers, they have not all been published in their entirety. In these cases, the omitted sections are listed in the table of contents and are available from CEDEFOP on request.

These bibliographies/dossiers are also seen as a support to CEDEFOP's on-going work on the theme "Training of Trainers". A brief description, together with an order form, of the first set of publications produced by CEDEFOP on the theme can be found at the end of this volume. CEDEFOP also assisted in the organisation of a conference in Athens on the theme in November 1985, and a detailed report on this conference in Greek has been published, while a summary in English is also available.

At the request of the European Commission, in 1986 CEDEFOP produced a working paper on the subject for the members of the Commission's Advisory Committee on Vocational Training. This paper is available in English, French and German. Further unpublished working documents available from CEDEFOP include "A European Training Manager - Background, Concept and Profile" (English and French), 1985, and "Training of Vocational Trainers in Denmark - Developments over the last three years" (Danish and English), 1985.

In continuing its work on the subject of "Training of Trainers", CEDEFOP has now launched a series of studies in connection with the training of trainers in six Member States, and results are expected in mid-1988.

Further information concerning these activities can be obtained from Mme. Fernanda Oliveira Reis, Herr Norbert Wollschläger or Mr. Michael Adams.

Corrado Politi
Deputy Director

Berlin
September 1987

## Introduction

Cet ouvrage fait partie d'une série de bibliographies et de dossiers documentaires sur la "Formation des formateurs" préparés par les membres du réseau documentaire du CEDEFOP. De plus amples renseignements sur le réseau figurent dans une note, à la fin de ce volume. Les dossiers et bibliographies sur ce sujet sont disponibles pour la Belgique, le Danemark, la République fédérale d'Allemagne, la France, l'Irlande, les Pays-Bas et le Royaume-Uni.

Leur but est de faire connaître aux chercheurs le matériel disponible et de leur faire savoir où ils peuvent s'adresser dans les Etats membres pour obtenir de plus amples informations sur ce sujet. Le CEDEFOP n'a pas les moyens financiers de faire traduire les documents envoyés par les membres du réseau et chaque ouvrage existe par conséquent dans la langue dans laquelle il a été rédigé. Il faut cependant souligner que les résumés sont disponibles en anglais, français ou allemand et que pour toute publication mentionnée, il existe des descripteurs extraits du thesaurus multilingue de la formation du CEDEFOP (le thesaurus a déjà été publié en anglais, français, allemand, italien et portugais ; les versions grecque et espagnole sont en cours de rédaction). En raison de leur longueur, certains dossiers n'ont pas été publiés dans leur intégralité : les parties omises sont alors répertoriées dans la table des matières et disponibles sur demande au CEDEFOP.

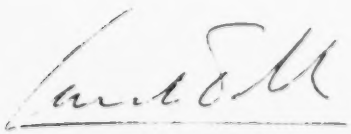
Ces bibliographies et dossiers servent aussi de supports aux travaux actuels du CEDEFOP sur la "Formation des formateurs". Une brève description des premières publications du CEDEFOP parues sur ce sujet se trouve à la fin de cet ouvrage, accompagnée d'un bon de commande. Le CEDEFOP a également participé à l'organisation d'une conférence réunie sur ce thème à Athènes, en novembre 1985; un compte rendu détaillé a été publié en grec et un résumé est disponible en anglais.

A la demande de la Commission européenne, le CEDEFOP a réalisé en 1986 un document de travail sur la "Formation des formateurs" destiné aux membres du Comité consultatif pour la formation professionnelle auprès de la Commission. Ce document existe en anglais, français et allemand. Parmi d'autres documents de travail non publiés et disponibles au CEDEFOP, il est possible de citer "Le responsable européen de la formation - Arrière-plan, concept et profil" (en anglais et en français), 1985 et "Training of vocational trainers in Denmark - Developments over the last three years" (en danois et en anglais), 1985.

Dans le cadre de ses travaux sur la "Formation des formateurs", le CEDEFOP a lancé une série d'études sur ce sujet dans six Etats membres et les résultats sont attendus pour juin 1988.

Il est possible d'obtenir de plus amples informations concernant ces activités auprès de Madame Fernanda Oliveira Reis et de Messieurs Norbert Wollschläger et Michael Adams.

Berlin, septembre 1987





Corrado Politi
Directeur adjoint

## EINLEITUNG

Dieser Band gehört zu einer ganzen Reihe von Bibliographien und Dokumentationen zum Thema "Ausbildung der Ausbilder", die von den Partnern des CEDEFOP-Netzwerks der Dokumentationsdienste zusammengestellt worden sind. Zusätzliche Informationen über dieses Netzwerk finden sich in einer Anmerkung am Ende dieses Bandes. Es liegen Dossiers und Bibliographien zum Thema für die Länder Belgien, Dänemark, Deutschland, Frankreich, Irland, die Niederlande und das Vereinigte Königreich vor.

Diese Dokumentationen und Bibliographien sollen Forschung und Praxis darüber unterrichten, was für Material zum Thema vorliegt und wo Kontaktstellen für weitere Informationen in den Mitgliedstaaten zu finden sind. Das CEDEFOP verfügt nicht über die erforderlichen finanziellen Mittel, um das von den Partnern seines Netzwerks eingesandte Material zu übersetzen; deshalb stehen die einzelnen Bände jeweils nur in der Sprache zur Verfügung, in der sie verfaßt worden sind. Es ist jedoch darauf hinzuweisen, daß die Zusammenfassungen und Kurzreferate auch in englischer, französischer oder deutscher Sprache zu haben sind und daß es für jede der genannten Veröffentlichungen Deskriptoren gibt, die dem mehrsprachigen CEDEFOP-"Thesaurus Berufsbildung" entnommen sind (der Thesaurus ist bereits in Englisch, Französisch, Deutsch und Italienisch erschienen, eine portugiesische Fassung ist bereits fertiggestellt, und griechische und spanische Versionen sind in Vorbereitung). Einige Dossiers konnten wegen ihres Umfangs nicht vollständig veröffentlicht werden. Die weggelassenen Teile wurden in diesen Fällen im Inhaltsverzeichnis aufgeführt und sind beim CEDEFOP auf Anfrage erhältlich.

Diese Bibliographien und Dokumentationen sollen außerdem dazu dienen, die weitere Arbeit des CEDEFOP zum Thema "Ausbildung der Ausbilder" zu unterstützen. Eine kurze Beschreibung des ersten Teils der vom CEDEFOP zum Thema herausgegebenen Veröffentlichungen findet sich zusammen mit einem Bestellformular am Ende dieses Bandes. Das CEDEFOP war darüber hinaus an der Ausrichtung einer Konferenz beteiligt, die im November 1985 in Griechenland zu diesem Thema stattgefunden hat; es wurde ein ausführlicher Konferenzbericht in griechischer Sprache veröffentlicht; ferner ist ein zusammenfassender Bericht in englischer Sprache erhältlich.

Auf Ersuchen der EG-Kommission verfaßte das CEDEFOP im Jahre 1986 für die Mitglieder ihres Beratenden Ausschusses für die Berufsausbildung zu diesem Thema ein Arbeitsdokument. Es ist in englischer, französischer und deutscher Sprache erhältlich. Unter anderen, unveröffentlichten Arbeitsdokumenten kann beim CEDEFOP die Broschüre "A European Training Manager - Background, Concept and Profile", 1985 (in englischer und französischer Sprache), und "Training of Vocational Trainers in Denmark - Developments over the last three years", 1985 (in dänischer und englischer Sprache), bezogen werden.

In Fortführung seiner Arbeit an dem Thema "Ausbildung der Ausbilder" hat das CEDEFOP inzwischen eine ganze Reihe von Untersuchungen in sechs Mitgliedstaaten begonnen; Ergebnisse werden für Mitte 1988 erwartet.

Weitere Informationen über diese Arbeit sind bei Frau Fernanda Oliveira Reis, Herrn Norbert Wollschläger oder Herrn Michael Adams erhältlich.

Corrado Politi
Stellvertretender Direktor

Berlin
September 1987

# TRAINING OF TRAINERS IN THE UNITED KINGDOM

## - A DOCUMENTARY DOSSIER

## CONTENTS


| | | Page. |
|---|---|---|
| 1.1 | The Problems of Definition. | 1. |
| 1.2 | Barriers and Problems. | 2. |
| 1.3 | Training of Trainers - A Selective Annotated Bibliography. | 3 - 15. |
| 1.4 | Training as an Occupation. | 16. |
| 1.5 | Training Qualifications. | 17 - 19. |
| 1.6 | Trainers and the Youth Training Scheme. | 19. |
| 1.7 | Trainers and Open Learning. | 19 - 20. |
| 1.8 | Educators or Trainers?. | 20 - 21. |
| **Annexes** | | |
| 1. | Organisations Directly Concerned with Training of Trainer. | 22. |
| 2. | The VRS Code of Practice. | 23 - 29 |
| 3. | VRS Network Members. | 30 - 34. |
| 4. | Trainers and Open Learning. | 35 - 37. |
| 5. | Open Learning Packages - for use in Trainer Training. | 38 - 47. |

**Training of Trainers in the United Kingdom - A Documentary Dossier.**

## 1.1 The Problems of Definition.

Training and trainer are ambiguous concepts which are quite frequently interpreted in a highly specific and traditional way as illustrated by the following definition:

> **'trainer or instructor**
> A trainer or instructor is a specialist who is skilled, while in a face-to-face or other direct situation, in the systematic development of the behaviour patterns required by an individual in order to competently perform a given task or job'.
>
> (Torrington.D. Encyclopaedia of Personnel Management, Gower, 1964).

The traditional notion of a trainer is therefore one which, as implied by this definition, involves being employed as an 'expert' by an enterprise or firm. Unfortunately this is a stereotype which does an injustice to both the many other individuals employed by the firm who may well contribute to an individual's job or career development and perhaps more seriously to exclude the other professionals involved in helping individuals acquire new skills and knowledge in a wide variety of settings. In many respects this latter situation arises because of the artificial but nevertheless strong division that exists between education and training in the United Kingdom. It is only recently that these barriers are being broken down largely through the growing recognition that training is not simply concerned with the acquisition of new skills but rather the facilitating of learning. Once this concept is introduced into the equation then many other people can readily be accepted into the fold.

The other major problem arises through the use of a large number of related terms - tutor; instructor; training officer; training manager; coaches and consultants to name but a few. These terms are often used interchangably and simply add to the confusion rather than to resolve it. For the purpose of this paper, however, the term 'trainer' has been taken to mean anyone whose occupational role involves some kind of responsibility for facilitating learning in relation to vocational outcomes. As such the following sections seek to provide a comprehensive, albeit selective, overview of the training of 'trainers'.

## 1.2 Barriers and Problems

Apart from sterotyping and terminology a number of other problems can be identified in preparing an information dossier such as this. Firstly, given the potentially wide audience of trainers the literature does not necessarily cover each topic to the same degree. Secondly, there is a noticable absence of statistical information about those involved in training and as such sweeping generalisations abound. Finally, and probably related to the first two problems, arises the difficulty of the multiciplicity of organisations involved in trainer training, which means that only the main themes and issues can be covered with any degree of depth here.

# TRAINING OF TRAINERS - A SELECTIVE ANNOTATED BIBLIOGRAPHY

## Training As An Occupation

10
20 Bennet,R.
30 How to survive as a trainer.
51 Journal of European Industrial Training, 9(6) 1985 p.4 (5 pages)
72 Trainers ; Training-effectiveness ; Attitude ; Management-attitude ;
80 ISSN 0309-0590
90 "Abstract"

Looks at the role of the trainer within the organisation and the different styles that trainers adopt. Places this in an organisational context which the author believes to be hostile and puts forward tactics which can help trainers "survive".

10 UK M
20 Davies,J.
30 Patterns and paradoxes of trainers' careers: the implications for the influence of training.
50 Bradford: MCB, 1985. 30p.
72 Trainers ; Career-development ; Training-of-trainers.
80 ISBN 0 86176 224 X
90 "Abstract"

Investigates the career paths of trainers and emphasises the proactive approach to managing and developing trainers in the belief that this will help them to be more effective in their jobs.

10
20 Davies,J; Burgoyne,J.
30 Career Paths of Direct Trainers : A Study of Trainers' Career Paths.
41 Manpower Services Commission (MSC).
50 Sheffield, MSC, 1984, 28pp.
72 Training- Personnel ; Career-Profile ; Career-planning; Career-Prospects ; Career-Choice ; Job-Satisfaction; United Kingdom.
80 ISBN 0 86392 066 7
90 "Abstract"

The summary report produced by the MSC on the research into trainers' careers. It covers five main issue influences on career concepts; boundary management; the job context; career development and implications for the future. (See also Davies,J.).

10 UK M
20 Donnelly,E.
Tomorrow's industrial training officer - the challenge of change.
50 Bradford: MCB University Press, 1985, 35p.
72 Training-officers ; Training-of-trainers ; Training-policy ; Training-effectiveness.
80 ISBN 0 86176 255 X
90 "Abstract"

Traces the development of the role of the training officer and examines its status and the changes needed to enchance this. Identifies three areas essential to this process: to establish an acceptable theoretical basis for training activities; to extend current research into the nature of training and its effectiveness; and to develop a set of common terms.

10
20 Hullah,H.
30 Creating a new breed to meet the challenge to complacency.
51 Transition, July, 1986, p23 (3 pages)
72 Training-Personnel ; Career-Development ; Training-Needs ; Job-Content ; United Kingdom.
80 ISSN
0267 8950
90 "Abstract"

This article discusses the role of the trainer and how it may change in future years.

10 UK M
20 Law,C ; Caple,T.
30 Developing the part-time trainer.
51 Training and Development, 4(2) 1985, p.24 (3 pages)
72 Management-training ; Training-of-trainers ; Managers ; Small-enterprises.
90 "Abstract"

Discusses the difficulties in providing training courses for managers in medium and small firms who have to undertake the training function amongst their other responsibilities. Describes a training programme devised at AnCo which tackled these problems.

10
20 Rodger,A ; Morgan,T ; Guest,D.
30 The Industrial Training Officer : His background and his Work.
41 Institute of Personnel Management (IMP)
50 London, IPM, 1971, 57pp.
72 Training-Officers ; Job-Satisfaction ; Occupational-Status ; Job-Content ; Career-Profile : United-Kingdom.
90 "Abstract".

A report of a research study carried out during the early phase of the ITB system. It describes what type of person enters training ; what their jobs involve and what problems they encounter.

10
30 The EITB and Instructor Training.
41 Engineering Industry Training Board.
50 Watford, EITB, 1979, 59pp.
53 Occasional Paper No.6.
72 Instructors ; Training-of-Trainers ; Training-needs ; Course-Design ; Training-Programmes ; Engineering ; United Kingdom.
80 ISBN 0 85083 4449
90 "Abstract"

This report is a record of how the Board has gone about developing the training of instructors, what it has discovered in the process, and how its own thinking has evolved as a result. It deals mainly with the work of the unit for instructor training set up in Leeds in 1967, which has by new trained over 4000 instructors of engineering craftsmen and operators, sent there by engineering firms from all over the country.

**Trainer Effectiveness**

10
20 Bennett,R. ; Leduchowicz,T.
30 What Makes for an Effective Trainer.
50 Bradford, MCB University Press, 1983, 46pp.
72 Training-Personnel ; Training-of-Trainers ; Quality-of-Training ; Training-Research ; Training-Management ; United Kingdom.
80 ISBN 0 86176 171 5
90 "Abstract"

A report of research findings based on the interviews with 100 trainers and managers concerned with what makes a trainer effective. The report indentifies six main issues including trainer competencies an trainer characteristics before developing a model of trainer effectiveness.

10 UK M
20 Leduchowicz,T.
30 Trainers Effectiveness - A Review of What Has Been Written.
41 Thames Valley Regional Management Centre (TVRMC)
50 Slough, TVRMC, 1981, 53pp.
72 Training-Personnel ; Training-of-Trainers ; Quality-of-Training ; Training-Research ; Training-Management ; United Kingdom.
90 "Abstract"

A literature review concerned with establishing criteria to judge trainer effectiveness and its relationship to the nature of a trainer's creditability within organisations.

10
20 Pettigrew,A.M ; Jones,G.R. ; Reason,P.W.
30 Training and Development Roles in their Organisational Setting.
41 Manpower Services Commission (MSC)
50 Sheffield, MSC, 1982, 27pp.
72 Training-Personnel ; Occupational-Status ; Career-Development; Training-Research ; Training-Management ; Chemical-Industry ; United Kingdom.
80 ISBN 0 905932 609
90 "Abstract"

This summary report of a research study mounted by the Chemical and Allied Products ITB describes the organisational and behavioural aspects of the role of the training officer in that industry.

10 UK M
30 Guide to Trainer Effectiveness.
41 Manpower Services Commission.
50 Sheffield, MSC, 1984, 40pp.
72 Training-Personnel ; Training-of-Trainers ; Quality-of-Training ; Training-Material ; Training-Effectiveness ; United Kingdom.
80 ISBN 086392 0632.
90 "Abstract"

A practical guide for use by trainers and managers to establish the level of effectiveness of trainers in the organisation as an aid to reviewing the role of training.

**Training Qualifications**

10 UK M
20 Spoor,J.
30 Trainer Training.
51 Training Officer 21(7) 1985. p.206(4 pages)
72 Training-of-Trainers ; Training-policy ; Professions ; Certificates ; Training-courses.
80 ISSN 0041-090X
90 "Abstract"

Examines the attitudes towards the training of trainers and the recent government initiatives. Discusses briefly the current provision of courses and the examining bodies involved.

**Core Competency And VRS Schemes**

10
30 Direct Trainers : Second Report of the Training of Trainers Committee.
41 Manpower Services Commission (MSC)
50 London, HMSO, 1980, 32pp.
72 Training-of-Trainers ; Training-Courses ; Training-Supply ; Training-Systems ; Training-Policy ; Training-Programmes ; United Kingdom.
80 ISBN 0 11 888510 3
90 "Abstract"

10
30 Training of Trainers : Voluntary Registration Scheme Annual List of Registered Providers 1915/86.
41 Manpower Services Commission (MSC)
50 Sheffield, MSC, 1985, 37pp.
72 Training-of-Trainers ; Training-Courses ; Training-Supply ; Training-Centres ; Training-Programmes ; Directories ; United Kingdom.
80 ISBN 0 86392 0969
90 "Abstract"

This annual directory contains brief details of the course provided by organisations involved in the MSC's Voluntary Registration Scheme. It also contains a synopsis of the criteria for the VRS and core-competency programme.

**Future Developments - VRS.**

10
30 Organisation Study of Trainer Training Development Agency : Summary of Final Report.
41 Manpower Services Commission (MSC)
50 Sheffield, MSC, 1985, 8pp.
72 Training-of-Trainers ; Training-Supply ; Training-Programmes ; Training-Courses ; United Kingdom.
80 ISBN 0 86392 126 4
90 "Abstract"

This short report describes a feasability study to broaden and enhance the existing VRS system by including different professional groups. It concludes with a list of recommendations on how this could be achieved.

10
20 Webster,G.
30 The ITD Certificate in Direct Training.
Coombe Lodge Report, 17(7), 1984, p44 (8 pages)
72 Training-of-Trainers ; Training-Supply ; Certificates ; Training-Programmes ; United Kingdom.
80
90 "Abstract"

Describes in detail the ITD Certificate in Direct Training and how it meets the training needs of people employed in this role.

**Trainer Training - Information Sources**

10 UK M
30 Directory of trainer support services. 1986.
41 Institute of Training and Development (ITD).
50 London; Kogan Page in association with the ITD, 1986. 246.
72 Training-courses ; Training-supply ; Training-material ; Training-of-trainers ; Occupational-qualifications ; Board-of-examiners ; Information-sources.
80 ISBN 0 85091 172 X
90 "Abstract"

A directory covering the support services available to trainers, including course providers, training resource providers, producers of training materials, and a listing of professional, qualifying and advisory bodies. It also includes qualifications for trainers.

10 UK M
30 Presenting a training session : the occasional trainer's guide to resources.
41 Manpower Services Commission (MSC)
50 Sheffield: MSC, 1985, 32p.
72 Training-of-trainers ; Training-courses ; Distance-study ; Audiovisual-aids ; Training-material ; Textbooks ; Information-sources.
80 ISBN 0 86392 9097 7
90 "Abstract"

Designed for people who are not training specialists, the booklet lists print and audiovisual sources which they can use to teach themselves the basic techniques of training.

10 UK M
20 Saxena,A.P. (comp)
30 Training of Trainers : A select annotated bibliography.
41 Commonwealth Secretariat.
50 London: Commonwealth Secretariat, 1982, 240p.
72 Training-of-trainers ; Training-Needs-Analysis ; Teaching-Methods ; Cost-of-Training ; Training-Evaluation ; Bibliographies.
80 ISBN 0 85092 218 6
90 "Abstract"

A selected bibliography of the international literature on training drawn from all sections of published material including books, articles, monographs and papers.

**Trainers and Open Learning**

10 UK M
20 Bagley,B. ; Challis,B.
30 Inside open learning.
41 Further Education Staff College (FESC)
50 Bristol : FESC, 1985. 82p.
72 Distance-study ; Case-studies ; Teachers ; Attitude ; Educational-planning ;
80 ISBN 0 907659 37 3
90 "Abstract"

Gives an analytic account of the tree open learning schemes, offering a brief overview of the nature of open learning, case studies of the schemes and the participants' experience of them and, analysing the significant issues raised by these studies. This last section concerns itself with teachers' attitudes to open learning and the management of the schemes.

10
20 Bailey,D.
30 Staff development and t[illegible]ning for guidance roles.
41 National Institute for Careers Education and Counselling. (NICEC)
50 Hertford: National Institute for Careers Education and Counselling, 1984. 12p.
53 Guidance and the Open Tech Occasional Paper;4.
72 Distance-Study ; Teachers ; Training-Personnel ; Training-Needs ; Further-Education ; United Kingdom.
90 "Abstract"

Argues that the existing models for staff development within further education are inappropriate to the new roles for teachers/trainers in the Open Tech programme. Identifies some of the factors which are relevant to the factors which are relevant to the new staff roles both in general and in relation to guidance; suggests a method for staff development appropriate to the unique features of the programme; and notes some of the resources which have been produced which might help participants in training and development.

10 UK M
20 Clarke,A.
30 Opening up the tutor's role.
51 Transition, October 1985, p.16 (2 pages)
72 Distance-study ; Trainer-trainee-relationship ;
Training-administration ; Training-of-trainers ;
80 ISSN 0267 8950
90 "Abstract"

Examines the role of the tutor in the delivery of open learning, the relationship between the tutor and the student, and the importance of the administrative side of training.

10
20 Lewis,R.
30 How to tutor and support learners.
41 Council for Educational Technology (CET).
50 London : CCTm 1984, 91p.
72 Distance-study ; Trainer-trainee-relationship ;
Learning-conditions ; Learning-methods ; Teachers.
80 ISBN 0 86184 125 5
90 "Abstract"

A practical aid for people setting up Open Learning Schemes whether in education or training, covering all aspects of supporting and tutoring including a section on choosing monitoring and training tutors. The last section consists of checklists, a booklist and a glossary.

**Trainers And The Youth Training Scheme**

10
30 Developing Awareness.
51 Youth Training News, No.10, (1984), 4(2 pages)
72 Training-of-Trainers ; Youth ; Training-Schemes ;
Training-Supply ; United Kingdom.
90 "Abstract"

Article about the Accredited Centres as a source of trainer training and the need of YTS providers to be aware of them.

10 UK M
30 Staff development handbook for Youth Training Scheme providers.
41 National Youth Bureau (NYB)
50 Leicester: NYB, 1985, 28p.
72 Youth ; Training-schemes ; Training-management ; Training-of-trainers.
90 "Abstract"

A handbook giving advice on the staff development and training needed by TYS staff who, in all probability, have had no previous experience in education or training. Having set out some basic guidelines the handbook works through the process from the initial selection of staff, the roles they can play within the Scheme, assessing their training needs including tips on running a training event and, the various qualifications for staff.

10
20 Powell,G.H.
30 Proposals for a YTS Staff Training Programme: A Discussion Paper.
51 Vocational Aspects of Education 36(9), 1984, p21 (8 pages)
72 Training-of-Trainers ; Youth ; Training-supply ; Course-Design ; United Kingdom.
90 "Abstract"

Discusses the proposed model for designing and implementing the training provision of the Accredited Centres.

10
20 Thomas,B.
30 Accredited Centre Training.
51 CBI Education and Training Bulletin, 12(1), 1984,p5 (3 pages).
72 Training-of-Trainers ; Youth ; Training-Schemes ; Training-Supply ; United Kingdom.
90 "Abstract"

Discusses the part played by the Accredited Training Centres in training the trainers for YTS.

**Educators Or Trainers ?**

10
20 Kelly, M.
30 The Vocational Trainer of Young People in the United Kingdom.
41 European Centre for the Development of Vocational Training (CEDEFOP)
50 Luxenbourg ; Office for Official Publications of the European Committees, 1983, 76p.
72 FR
80 ISBN 92-825-3812-5
90 "Abstract"

This report seeks to describe the situation of the vocational direct trainer of young people upto and including the level of technician, in the UK. The report covers the state of training; a profile of the trainer population and training opportunities.

10
20 Flower, R ; Brown, H.
30 The Industrial Tutor : A Discussion Paper.
41 Further Education Staff College (FESC) Coombe Lodge Report, 16(1), 1983, 54p.
72 Further-Education ; Industrial-Training ; Youth ; Training-Schemes ; Training-of-Trainers ; United Kingdom.
80 ISSN 0305-8441
90 "Abstract"

This initial discussion document provides a description and analysis of the various interpretations of the industrial tutor's role and function in the broad area of vocational preparation.

10 GB S 3
20 Flower,F. ; Brown,H.
30 The industrial tutor : reflections and developments
Further Education Staff College (FESC)
Coombe Lodge Report 17(7) 1984, 104p.
72 Further-education ; Industrial-training ; Youth ;
Training-schemes ; Training-of-trainers ;
Certificates ; United Kingdom.
80 ISSN 0305 8441
90 "Abstract"

Explores the role and function of the industrial tutor both within further education and the Youth Training Scheme. It looks also at the training of tutors and the certificates which are relevant to them.

10 Caroll,S. ; McQuade,P.
30 Staff Development Manual. Volume 1. Delivering the Curriculum.
Lancaster : Framework Press, 1985, 183p.
72 Curriculum-development ; Course-design ;
Pre/Vocational-training ; Youth ; Training-schemes ;
Further-education ; Teacher-training ; Training-of-trainers.
80 ISBN 0 85008 045 3
90 "Abstract"

A staff development manual, primarily aimed at further education teachers and trainers involved in pre-vocational courses such as TVEI, CPVE and YTS, it covers the stages of curriculum development and curriculum change involved in delivering effective courses.

10 Caroll,S. and others.
30 Staff Development Manual. Volume 2. Staff development in action.
Lancaster: Framework Press, 1986. 171p.
72 Teacher-training ; Training-of-trainers ; Career-development ; Curriculum-development ; Further-Education.
80 ISBN 0 85008 050
90 "Abstract"

Looks at the teacher's role across a broad range of activities and presents guidelines and exercises which should encourage staff to take a positive charge of their careers and professional development. It covers managerial skills as time management, the elements involved in career progression, e.g. job applications and keeping pace with developments in teaching, finally planing and running in-service training courses.

10
20 Legge,D ; Chadwick,A and Gilbert,H.
30 Training Opportunities for Teachers of Adults.
41 National Institute of Adult Continuing Education (NIACE)
50 Leicester, NIACE, 1985, pagination varies.
72 Training-of-Trainers ; Training-Courses ; Training-Supply ; Training-Systems ; Adult-Education ; United Kingdom.
80 ISBN 0 900559 49 7
90 "Abstract"

This information resource pack describes the structure and organisation of the training of adult educators and provides detailed advice on the existing training opportunities available.

10
30 Investing in change: An appraisal of staff development needs for the delivery of modernised occupational training.
41 Further Education Unit (FEU)
50 London: FEU, 1986, 44p.
72 Further-education ; Vocational-training ; Teacher-training ; Further-training ; Training-needs-analysis.
80 ISBN 0 948621 17 6
90 "Abstract"

Analyses the staff development that is required by the further education system if it is to respond to the vocational education and training needs of industry. It was based on a series of seminars with representatives from further education and industry.

## 1.4 Training as an Occupation

Training in the post-war years can conveniently be divided into three distinct phases with the period 1964-1982 being dominated by the statutory industry training board system and acting as a division between pre-1964 developments and what has happened subsequently.

Prior to the introduction of the ITB system, training and the training profession was heavily biased towards the engineering industry and most trainers tended to be ex-craftsmen. In 1958 a government committee was set up (know as the Carr Committee) to consider the training of young workers which again emphasised craft apprenticeship training arrangements. By the late 1950's however the pioneering work of Seymour on skills analysis was having an influence on other spheres of training and as a result led to a broadening of the training officer's role. The British Association of Commercial and Industrial Education (BACIE) also played a major part during this period by carrying out a systematic study of the job of the training officer which was to heavily influence the basis for the training of trainers in the 1960's. Training Within Industry (TWI) introduced during the War also played a part in the development of trainer training during this period.

The main impetus and establishment of training as a profession came with the passing of the Industrial Training Act, 1964 bringing with it the ITBs. The Act also saw the setting up of the Central Training Committee which issued recommendations on the training of trainers. Many if not all of the ITBs followed this by mounting research programmes into the jobs of trainers and subsequently issued training recommendations for the industries in their scope. These ideas laid the foundation of what became known as the Core-Competency programme described later.

By the early 1980s however social, economic and political change was having an influence on the trainer's role in organisations, which is reflected in a change in the research effort and there is now a growing recognition that the role of the trainer is no longer a unitary concept. (See Annex 1 for a list of key organisations involved in this area).

## 1.5 Training Qualifications

Unlike many other professional groups, there are no legal requirements for trainers to hold any form of qualification, nevertheless, there are a number of training schemes which lead to recognised 'awards'.

**The Voluntary Registration Scheme.** (VRS)

One of the major influences on trainer training programmes stems from work carried out in the late 1970's by the Manpower Services Commission, which resulted in the setting up of a Voluntary Registration Scheme (VRS). This scheme, started in 1980, seeks to bring together organisations who share the common aim of establishing and improving standards in the training on training personnel.

The twenty-three organisations involved in the scheme provide what are known as 'Core-Competency' trainer training programmes at foundation level. Membership of the scheme involves giving a public undertaking to:

(i) apply a **Code of Practice** relating to the planning, presentation and conduct of their Core-Competency programmes;

(ii) have some continuing means of involving users and other interested bodies in the planning and follow-up of their programmes and to give them a channel for feed-back;

(iii) carry out planned and regular reviews of achievements, problems, developments and consequent plans, in which users and other concerned will participate. This is essentially a self-review with wider participation to assist its effectiveness.

(iv) carry out periodically a more formal review and evaluation in which at least one member of the Training of Trainers Advisory Group would participate. These major reviews take place within eighteen months of registration, and subsequently at least every two years.

(v) participate in workshops or other activities designed to share experience, work on common problems, up-date on research and developments, etc.

VRS providers however do offer a wide range of programmes within the broad guidelines of the Core-Competency framework ranges from short modular courses dealing with specific training skills to block courses lasting several months. Throughout, however, VRS providers adopt the Code of Practice as laid down by the MSC's Training of Trainers Advisory Group. - the Code is reproduced in full in Annex 2.

As the VRS Network (see Annex 3) stands at the present time it only services a specific target group and therefore has a relatively narrow focus. To this end the MSC mounted a feasibility study in September 1984 concerned with setting up a Trainers Training Development Agency to include other groups. During the study over 850 providers were identified and even this was regarded as an underestimate and a new structure to accommodate these diverse groups was developed. The report was completed in August 1985 and its recommendations are still officially under consideration but given the time-scale it seems unlikely that such an Agency will now be created.

## Institute of Training and Development Qualifications.

The Institute of Training and Development (ITD) is the UK's professional association representing the interests of some 6000 individuals with some kind of responsibility for the training function. It is also an examining body and currently offers qualifications at three levels.

### Certificate in Training and Development.

This is a first level course aimed at developing the basic skills of training and as such shares a high degree of compatibility with the standards laid down by the Core-Competency programme described above. In addition to skill development however, the Certificate provides an opportunity for accreditation and success in the exam is accepted as the basis for entry to the Institute as an Associate Member (AITD).

### Diploma in Training Management.

Building on the Certificate level course, comes an advanced programme refered to as the Diploma. This level of qualification is designed for trainers with some experience of training function and covers such topics as managing the training function and organisation and management development. Holders of the Diploma are accepted as Corporate Members of the Institute (MITD).

**Certificate in Direct Training.**

This is a new course of study aimed at those engaged in full or substantial part-time roles as direct trainers (i.e. face to face tuition) and covers the theory and practice of such training techniques. This course is now recognised by the City and Guilds of London Institute, who also administer the scheme.

Many of the VRS training providers are also approved by the ITD to run either Certificate and/or Diploma courses.

**Institute of Personnel Management Qualifications.**

Not all trainers and training managers are necessarily members of the ITD and some may well hold Institute of Personnel Management (IPM) qualifications instead. The examination structure of IPM is by necessity much broader but it nevertheless does have a significant training component.

## 1.6 Trainers and the Youth Training Scheme

The advent of the Youth Training Scheme (YTS) has had a profound effect on the pattern and provision of trainer training and resulted in the setting up of a new level of training provider service known as the Accredited Training Centres (ATCs). The overall impact of YTS on trainer provision is clearly demonstrated by the scale of the training need which was estimated to be a minimum of 50,000 people at the start of the scheme. Clearly the 50 or so ATCs could not cope with this problem, nor was it necessarily intended to, but it did prompt the MSC to fund the Oxfordshire Project for the Training of Instructors and supervisors (OPTIS) to produce open and distance learning materials in this area to support this training need. The close involvement of the further education sector in YTS has also brought about changes in staff training and development for lecturing staff.

## 1.7 Trainers and Open Learning

The rapid growth of open and distance learning in the training world is also affecting trainers in two ways namely:

(i) the use of such methods in the training of others brings about changes in the trainers role; and

(ii) in the application of such methods for the training of training personnel.

The UK has seen advances on both fronts which prompted the MSC to set up a number of support projects to help the training community. A list of these support projects can be found in Annex 4. together with details of trainer training packages.

## 1.8 Educators or Trainers?.

As mentioned at the start of this dossier the artificial but nevertheless very real division that exists between education and industry poses particular problems in relation to the training of trainers. Apart from the personnel employed by enterprises to undertake training there are a large number of other institutions in both the voluntary and public sectors involved in helping others learn new skills for either leisure or vocational purposes. Such tutors obviously require subject competences but they also need teaching skills - an issue central to the work of the now disbanded Advisory Committee on the Supply and Education of Teachers (ASCET) (formerly known as the Advisory Committee on the Supply and Training of Teachers (ASCTT).

The Committee had a major influence on the training of teachers in post-secondary education issuing three major reports in the period 1975 - 1978 dealing with full-time teachers; adult education and part-time staff and education management training. Although the recommendations contained in each report have not necessarily been fully implemented, especially in relation to the final report the structure of training was largely determined by these reports.

Unlike the school system (primary and secondary schools) teachers in the tertiary education do not need to hold a teaching certificate. As such provision is patchy despite ASCET/ASCTT efforts.

The key provisions in this area are as follows:

**The Certificate of Education (FE)**

There are five specialist colleges or departments of education offering a one-year full-time course designed for further education staff. It is also possible to do this course on a part-time basis through some of the Regional Advisory Councils.

**The Role of Regional Advisory Councils**

There are ten Regional Advisory Councils (including a Welsh Committee which has similar functions) who are charged with the regional planning of work-related courses provided by public sector institutions at post-secondary level. In addition the RACs play an important role in providing training schemes for both full and part-time staff.

**City and Guilds of London Institute Examinations**

The City and Guilds of London Institute (CGLI) is a national examining and certificating body across a wide range of subject disciplines. Amongst these awards is The Further Education Teachers' Certificate Course No.730, which involves some 150 hours of study usually on a part-time basis at various colleges. There are also a number of specialist courses based around this examination such as the ITD Certificate described above.

**Open University Courses**

The Open University has played a pioneering role in the inservice training of teachers and as part of this initiative have produced a series of training modules entitled 'The Training of Adult Educators' designed for post-secondary education tutors.

**Annex 1 .**

**Organisations Directly Concerned with Training of Trainers.**

**British Association of Commercial and Industrial Education.**
16 Park Crescent
London W1N 4AP

**Institute of Personnel Management**
IPM House
Camp Road
Wimbledon
London SW19 4UW

**Institute of Training and Development**
5 Baring Road
Beaconsfield
Bucks HP9 2NX

**Manpower Services Commission**
Moorfoot
Sheffield S1 4PQ

**City and Guilds of London Institute**
76 Portland Place
London W1N 4AA.

Annex 2 .

## The Voluntary Registration Scheme

## Code of Practice

## THE VOLUNTARY REGISTRATION SCHEME (VRS)

Extract from Annual List of Registered Providers 1984/85

The VRS started in 1980. Its members are organisations which provide core-competency trainer training programmes at foundation level. They have each given a public undertaking to:

(i) apply the Code of Practice to the planning, presentation, and conduct of their core-competency programmes;

(ii) have some continuing means of involving users and other interested bodies in the planning and follow up of their programmes and to give them a channel for feedback;

(iii) carry out planned and regular reviews of achievements, problems, developments, and consequent plans, in which users and others concerned will participate; this is essentially a self-review with wider participation to assist its effectiveness;

(iv) carry out periodically a more formal review and evaluation in which at least one member of the Training of Trainers Advisory Group would participate - these major reviews take place within eighteen months of registration, and subsequently at least every two years;

(v) participate in workshops or other activities designed to share experience, work on common problems, up-date on research and developments, etc.

From the user's point of view, the scheme provides a means of identifying providers offering foundation programmes geared to his real needs. Users will benefit in four ways:

(i) they will know more precisely what is being offered, for whom, and what commitments on their part are involved;

(ii) they will know about and select the programme(s) most appropriate to their needs or have a framework for developing programmes or options jointly with a provider;

(iii) they can expect requisite standards to be met;

(iv) they will have opportunities to feed back experience to the provider.

### VRS STEERING GROUP

It is intended that the scheme shall be as far as possible self-managed to encourage members to co-operate and exchange ideas and experience in order to improve standards. In adhering to the Code of Practice, VRS members are committed to making provision for maintaining the development of the tutors involved, participating in workshops and other activities. The role of the MSC in the Voluntary Registration Scheme is essentially that of co-ordinator and administrator.

A Steering Group has been set up which has four objectives:

(i) to maintain and influence quality standards;

(ii) to spread good quality standards to non-VRS members;

(iii) to identify the changing needs of users and the market demand and to suggest ways in which these demands can be met;

(iv) to identify common interests of members.

Apart from regular meetings of members, the Steering Group organises, with MSC support, self-development activities for the staff of registered providers.

## CODE OF PRACTICE - Shortened Version

Extract from Annual List of Registered Providers 1984/85

Although there is a need to maintain a variety of approaches to the WAY trainers are trained, all programmes should nevertheless comply with certain principles governing their relevance and quality:

(i) the programmes should be geared to meeting the needs and circumstances of those being trained and should reflect this in their:

  (a) objectives and design;

  (b) selection and treatment of specific knowledge, skills, and techniques;

  (c) methods of relating learning to practice;

  (d) links with the individual development of the training specialist and with the developing needs of his organisation;

(ii) users should know what is contained in any programme, what results are aimed at, and what is expected of those participating;

(iii) any core-competency programme should cover in a relevant way those common know-hows essential for the trainers concerned and should take account of and make use of their existing skills and knowledge;

(iv) programmes should practice what they preach about learning and about training methods and should provide resources appropriate to their stated objectives and methods.

From these principles was developed a Code of Practice which lays down two sets of minimum criteria to be observed by the providers of trainer-training programmes:

- what they should tell potential users about their programmes, including what is expected both from the individuals participating in them, and from their organisations;

- what guidelines they should follow in designing and carrying out programmes and maintaining and developing the service they offer.

## CODE OF PRACTICE - in full

Extract from The First Report of the Training of Trainers Committee 1978

1. There is a need for a variety of approaches to the way in which training staff are trained. Action learning and programmes based on guided learning and individual development plans need to be encouraged, as well as different styles and methods of training. There are, however, some principles which apply to any programme. These are:

   (i) that the programmes of those providing training for training staff should be geared to meeting the needs and circumstances of those being trained and should reflect this in their
   - (a) objectives and design
   - (b) selection and treatment of specific practitioner skills
   - (c) methods of relating learning to practice
   - (d) links with the individual development of the training specialist and with the developing needs of his or her organisation;

   (ii) that users should know what is contained in any programme, what results are aimed at, and what is expected of those participating;

   (iii) that any core-competency programme should cover in a relevant way those common know-hows essential for the trainers concerned, and should take account of and make use of their existing skills and knowledge;

   (iv) that programmes should practice what they preach about learning and about training methods and should provide resources appropriate to their stated objectives and methods.

   These principles form the basis of a detailed set of criteria which are set below as a code of practice for providers to follow:

### CODE OF PRACTICE FOR CORE-COMPETENCY PROGRAMMES

- Necessary information required by users

2. These are criteria relating to what users should know about any programme and about what is expected from individuals participating and from their organisations. Users will need to know:

   (i) for whom the programme is designed and to what kinds of training staff it is appropriate;

   (ii) what prior requirements there may be for selecting or accepting anyone on to the programme;

   (iii) what the programme sets out to achieve - its overall objectives and approach;

   (iv) the competencies those participating should have acquired or begun to acquire as the outcome of the programme;

(v) the structure and content of the programme including timespan, on and off-the-job elements, options available, flexibility, etc;

(vi) specific commitments and/or resources required from the organisation and the individual concerned such as agreeing and carrying out project work;

(vii) any conditions attached to 'satisfactory completion', for example, attendance requirements, completion of projects, assessments, etc;

(viii) what tutor resources and experience the provider offers, and what range of training methods and facilities;

(ix) what coaching provision or consultancy service are included in the programme or are available if required;

(x) what follow-up arrangements there are for participants;

(xi) what the practical arrangements are in terms of location, cost, whether residential, etc;

(xii) ways in which the provider ensures the relevance and appropriateness of the programme, for example, through advisory groups, consultation or consultancy, evaluation and feedback, etc.

3. In many cases a good deal of this information would be built-in as part of the process of designing, negotiating, and implementing, a programme, particularly where the programme is sponsored, tailor-made, internal to an organisation, or based on guided learning through experience.

- Criteria for the provider

4. These criteria set out guidelines for designing and carrying out programmes and for maintaining and developing the service offered by a provider. Those responsible for the core-competency training of training staff need to:

(i) practice what is taught about designing learning, checking on its effectiveness, and the day-to-day management of training;

(ii) take account of and use the varied experience and existing competencies of learners;

(iii) cover in a relevant way the common know-hows identified as essential for those being trained, with particular reference to the skills and knowledge needed to be credible and effective in their business and organisational setting;

(iv) work out how they will relate what is being learned to the particular requirements and workplace situations of learners;

(v) work out how their programmes can best fit in with or form part of the individual development plans of those participating and can enable them to continue their own development;

(vi) decide how most appropriately they can satisfy themselves that learners have achieved the planned outcomes of the programmes;

(vii) establish practicable follow-up arrangements, whether by their staff or through others;

(viii) help participants to learn about learning by making use of opportunities available for them to:

(a) experience and find out about a variety of learning methods, styles, and aids

(b) take responsibility for their own learning as well as that of others - an essential part is to have some direct experience of training others

(c) develop participative coaching and influencing skills as relevant so that they can help others to learn through problems and situations as well as through more formal training activities

(d) identify and overcome obstacles to learning;

(ix) identify the back-up resources of people, equipment, software, and facilities, and to have available a blend of these sufficient to meet their objectives;

(x) make appropriate provision for maintaining the development of tutors involved, for knowing about and using sources of information about training and training developments, and for monitoring the relevance and effectiveness of their programmes.

Annex 3.

Organisations Participating in the VRS Scheme

The In-Service Training Unit (Overseas Div.)
Blackpool & Fylde College
Ashfield Road
Bispham
Blackpool FY2 OHB

British Gas
5 Grosvenor Crescent
London SW1X

Civil Service College
Sunningdale Park
Ascot
Berks SL5 OQE

Coventry Management Training Centre
Woodland Grange
Leamington Spa
Warwickshire CV32 6RN

Fielden House Productivity Centre
856 Wilmslow Road
Didsbury
Manchester M20 8RY

Huddersfield Polytechnic
School of Education
Holly Bank Road
Lindley,
Huddersfield HD3 3BP

Industrial Training Service Ltd
73/75 Mortimer Street
London W1N 8HX

Kingston Regional Management Centre,
Kingston Polytechnic
Gipsy Hill Centre
Kingston Hill
gston upon Thames
Surrey KT2 7LB

Lancastrian School of Management
New Borwick Hall
Borwick
Nr. Carnforth,
Lancs LA6 1JU

The Littlewoods Organisation Ltd
Old Hall Street
J M Center
Liverpool XL70 1AB

Liverpool Polytechnic
Department of Management Studies
Mount Pleasant Buildings
98 Mount Pleasant
Liverpool L3 5UZ

Local Government Training Board
Arndale Centre
Luton LU1 2TS

Manchester University
Dept of Administrative Studies
University of Manchester
Precinct Centre
Oxford Road
Manchester M13 9QS

Manpower Services Commission
Moorfoot
Sheffield S1 4PQ

National Health Service DHSS
Training & Studies Centre
The White Hart
Cold Bath Road
Harrowgate HG2 ONF

The North East Wales Institute of HE
School of Management,Business & Trade Union Studies
Deeside College
Connah's Quay
Deeside, Clwyd CH5 4BR

Northern Ireland Training Authority
Swinson House
Glenmount Road
Church Road
Newtownabbey BT36 8LH
N.Ireland

Polytechnic of Central London
Faculty of Management Studies
35 Marylebone Road
London NW1 5LS

The Polytechnic of North London
The Business School
Eden Grove
Holloway
London N7 8DB

Portsmouth Polytechnic School of Management Studies
Portsmouth Management Centre
141 High Street
Old Porstmouth PO1 2HY

Rank Xerox (UK) Ltd
UK Training Centre
Newport Pagnell
MK16 9ED

Road Transport Industry Training Board
MOTEC High Ercall
Road Transport Industry Training Board
Osbaston
Telford
Shorpshire TF6 6RB

Sheffield City Polytechnic
Management Studies Dept
Sheffield City Polytechnic
Pond Street
Sheffield S1 1WB

Training Technology Division
Slough College of Higher Education
Wellington Street
Slough,
Berks SL1 1YG

Department of Business Management
Sunderland Polytechnic
1-4 Thornhill Park
Sunderland SR2 7JZ

Walpole Training & Development Ltd
32 Redburn Street
Chelsea
London SW3 4BX

Wigan College of Technology
Ashfield House Management Centre
Wigan Road
Standish
Wigan WN6 OEQ

Wolverhampton Polytechnic
Molineux Street
Wolverhampton
West Midlands WV1 1SB

Annex 4.

Trainers and Open Learning - Support Available.

Materials and Resources Information Service (MARIS)

MARIS is an Open Tech Programme support project, managed for the Manpower Services Commission by the National Extension College. It was set up early in 1983 and is now fully operational. The aim of MARIS is to collect information about training materials suitable for use in open learning schemes and to make that information available on request. The nature of the information is determined by the overall aims of the Open Tech programme itself, i.e. it covers learning materials in the technician, supervisory and managerial areas.

The service is open to all providers of education and training who require information on the availability of suitable open learning materials or resources. A computerised data base is maintained by inviting producers and publishers of training materials to complete a standard Listing Entry form for each package, module or unit they wish to have included on it. The data-base is interrogated by MARIS staff on behalf of users, by searching for items in terms of subject, skill, qualification, occupation, author, cost etc, either separately or in any combination of the fields in the systems. The user is provided with a print-out of the extracted information, allowing contact with the producer or supplier to be made.

The MARIS project is completely funded by the Open Tech Unit. There is no charge whatever made to users of the service.

Bank House,
1 St Mary's Street,
Ely,
Cambridgeshire, CB7 4ER.
0353-61284

Open Tech Training and Support Unit (OTTSU)

OTTSU is managed by the Council for Educational Technology on behalf of the MSC's Open Tech Unit. Its purpose is to help Open Learning Projects achieve their aims and this is done by providing a consultancy and training service. OTTSU maintains a database of experts and consultants working in this field and it regularly mounts workshops and other training events.

1, Beechwood Avenue,
Ryton
Tyne & Wear NE40 3LX
091-413-3944

Trainer Support Services Unit

Trainer Support Services is an independent unit established by the Institute of Training and Development and funded by the Manpower Services Commission Open Tech Unit.

The unit Provides a comprehensive range of services for both users and suppliers of open learning material for trainer training. The services were designed not only to help full-time career trainers but also managers, supervisors and others who have a responsibility for staff training.

The unit has four main areas of operation: information and advice; product development; consultancy; and open learning materials marketing and sales.

5, Baring Road
Beaconsfield
Bucks.
04946-77179

Annex 5.

## Open Learning Packages

## for use in Trainer Training

Extract from:

Open Tech Directory
by National Extension College
for the Open Tech
Cambridge, NEC, 1985, 351 pp.

## OPTIS [2/388]

| | |
|---|---|
| **Description:** | Open, distance learning package of 8 texts, 3 videos and 1 audiocassette covering non-vocational training skills for instructors and supervisors in training. Modules are also available separately |
| **Modules available:** | 8 out of 8<br>Developing effective learners [*2/391*]; Instructor skills [*2/396*]; Trainee centred learning [*2/404*]; Planning [*2/403*]; Working with young people [*2/407*]; Induction [*2/395*]; Assessment and reviewing [*2/389*]; Guidance and support [*2/394*] |
| **What it's about:** | Non-vocational training skills which, if improved, will lead to greater effectiveness of vocational skills |
| **Who it's for:** | All industrial/commercial trainers at all levels of training |
| **To start you need:** | No qualifications necessary |
| **Level of subject:** | Introductory to intermediate |
| **How long it takes:** | 5–8 hours (variable) |
| **What you get:** | 8 A4 study books; audiocassette; 3 videocassettes (VHS) |
| **What you need:** | Audiocassette player (for 'Instructor skills' module); videocassette player (VHS) |
| **What it costs:** | Text £12 + VAT per module; video £30 each; audio £2 + VAT; excludes tutorial support |
| **Tutorial support:** | Telephone support and face-to-face tutorials, if required, provided by Delivery projects, FE institutions, accredited centres and 'drop-in centres' (further details from project) |
| **Extra information:** | Delivery arrangements exist with: North East Open Learning Network; Manchester Open Learning Initiative; Rochdale Open Tech Unit; Coventry Open Tech Unit; Trainer Support Services; others soon available |
| **Information to ask for:** | Video (£10); inspection copies; leaflet |
| **Name of project:** | Oxfordshire Project for the Training of Instructors and Supervisors<br>Gosford Hill School, Oxford Road, Kidlington, Oxford OX5 2NT |
| **Person to contact:** | B W Drowley or Dr R Webberley Tel. Kidlington (08675) 4170 |
| **MARIS register No:** | 906409 |

## ASSESSMENT AND REVIEWING [2/389]

| | |
|---|---|
| **What it's about:** | Skills of assessing a trainee's programme and progress; reviewing to realign the programme; using and managing logbooks, records of achievement, profiles etc. |
| **Who it's for:** | All industrial/commercial instructors, trainers and supervisors |
| **To start you need:** | No qualifications necessary |
| **Level of subject:** | Introductory to advanced |
| **How long it takes:** | 5–8 hours (variable) |
| **What you get:** | 70-page A4 study book; video (VHS) |
| **What you need:** | Videocassette player (VHS) |
| **What it costs:** | Text £12 + VAT; video £30 + VAT; excludes tutorial support |

| | |
|---|---|
| **Tutorial support:** | Telephone support and face-to-face tutorials, as required, provided by Delivery projects, FE institutions, accredited centres and 'drop-in centres' (further details from project) |
| **Extra information:** | Delivery arrangements exist with: North East Open Learning Network; Manchester Open Learning Initiative; Rochdale Open Tech Unit; Coventry Open Tech Unit; Trainer Support Services; others soon available |
| **Information to ask for:** | Video (£10); leaflet |
| **Name of project:** | Oxfordshire Project for the Training of Instructors and Supervisors |
| **Person to contact:** | B W Drowley or Dr R Webberley Tel. Kidlington (08675) 4170 |
| **Course entry No:** | *[2/388]* |

## THE CHALLENGE AHEAD (Promotional video) [2/390]

| | |
|---|---|
| **What it's about:** | The importance and value of open learning to companies who are seeking to achieve cost-effective training. The film has been designed for use by colleges who wish to promote an open learning service within the catchment areas they serve |
| **How long it takes:** | About 12 minutes |
| **What you get:** | Video |
| **What it costs:** | A licence will be available from COTU. About £220 for basic licence plus costs for customising video to meet the needs of individual educational institutions |
| **Name of project:** | Coventry Open Tech Unit |
| **Person to contact:** | Nigel Bassett-Jones or Jack Taylor Tel. (0203) 22108/9 |

## DEVELOPING EFFECTIVE LEARNERS [2/391]

| | |
|---|---|
| **What it's about:** | Skills involved in delivering training |
| **Who it's for:** | Instructors/supervisors of youth training |
| **To start you need:** | No qualifications necessary |
| **Level of subject:** | Introductory to intermediate |
| **How long it takes:** | 5-8 hours (variable) |
| **What you get:** | A4 looseleaf folder; video (VHS) |
| **What you need:** | Videocassette player (VHS) |
| **What it costs:** | Text £12 + VAT; video £30 + VAT; excludes tutorial support |
| **Tutorial support:** | Telephone support, face-to-face tutorials and group tutorials, as required, provided by Delivery projects, FE institutions, accredited centres and 'drop-in' centres |
| **Extra information:** | Delivery arrangements exist with: North East Open Learning Network; Manchester Open Learning Initiative; Rochdale Open Tech Unit; Coventry Open Tech Unit; Trainer Support Services; others soon available |
| **Information to ask for:** | Video (£10); leaflet |
| **Name of project:** | Oxfordshire Project for the Training of Instructors and Supervisors |
| **Person to contact:** | B W Drowley or Dr R Webberley Tel. Kidlington (08675) 4170 |
| **MARIS register No:** | 96411 |
| **Course entry No:** | *[2/388]* |

## DISTANCE LEARNING TRAINING COURSE FOR TUTORS [2/392]

| | |
|---|---|
| **What it's about:** | This is essentially a practical course with the emphasis on practice of the various skills used in tutoring |
| **Who it's for:** | Intended tutors in open learning |
| **To start you need:** | Some teaching or training experience desirable but not essential |
| **Level of subject:** | Advanced |
| **How long it takes:** | About 10 hours |
| **What you get:** | Print; audiocassette |
| **What you need:** | Audiocassette player |
| **What it costs:** | £50.00 + VAT with tutorial support; £20.000 + VAT without tutorial support. Material released without tutorial support subject to approval |
| **Tutorial support:** | Provided by tutor-assessed assignments and telephone contact. Whenever possible, examples in this course have been designed to be relevant to the Open Tech Project |
| **Information to ask for:** | Leaflet |
| **Name of project:** | SCOTTSU (Scottish Open Tech Training and Support Unit) |
| **Person to contact:** | Mr J S Waddell; project manager Tel. Dundee (0382) 453433 (ext. 356/9) |

# OPEN LEARNING

*Colin Harris of BOLDU testing material for open learners*

## EVALUATION OF AN OPEN LEARNING COURSE [2/393]

| | |
|---|---|
| **What it's about:** | The evaluation of open learning materials, objective achievement, tutoring and administration |
| **Who it's for:** | Evaluators working in Open Tech projects and anyone involved in open learning |
| **To start you need:** | Some teaching or training experience desirable but not essential |
| **Level of subject:** | Advanced |
| **How long it takes:** | 15 hours |
| **What you get:** | Print |
| **What it costs:** | £50.00 + VAT with tutorial support; £20.00 + VAT without tutorial support. Material released without tutorial support subject to approval |
| **Tutorial support:** | Provided by tutor-assessed assignments; telephone contact |
| **Extra information:** | High emphasis placed on interaction |
| **Information to ask for:** | Leaflet |
| **Name of project:** | SCOTTSU (Scottish Open Tech Training and Support Unit) |
| **Person to contact:** | Mr J S Waddell; project manager Tel. Dundee (0382) 453433 (ext. 356/9) |

*With over 80 UK sites, the organisation of training using conventional methods has caused the group problems. Open Learning removes geographical barriers to training and minimises disruption to the business.*

**Delta**

## GUIDANCE AND SUPPORT [2/394]

| | |
|---|---|
| **What it's about:** | Non-professional skills of counselling and the skills of listening, supporting and guidance (if necessary, towards professional help); enables the trainer to recognise, and help in, the trainee's needs beyond the vocational |
| **Who it's for:** | All industrial/commercial instructors, trainers and supervisors |
| **To start you need:** | No qualifications necessary |
| **Level of subject:** | Introductory to intermediate |
| **How long it takes:** | 5–8 hours (variable) |
| **What you get:** | 60-page A4 study book; video (VHS) |
| **What you need:** | Videocassette player (VHS) |
| **What it costs:** | Text £12 + VAT; video £30 + VAT; excludes tutorial support |
| **Tutorial support:** | Telephone support and face-to-face tutorials as required, provided by Delivery projects, FE institutions, accredited centres and 'drop-in centres' (further details from project) |
| **Extra information:** | Delivery arrangements exist with: North East Open Learning Network; Manchester Open Learning Initiative; Rochdale Open Tech Unit; Coventry Open Tech Unit; Trainer Support Services; others soon available |
| **Information to ask for:** | Video (£10); leaflet |
| **Name of project:** | Oxfordshire Project for the Training of Instructors and Supervisors |
| **Person to contact:** | B W Drowley or Dr R Webberley Tel. Kidlington (08675) 4170 |
| **Course entry No:** | [2/388] |

## INDUCTION [2/395]

| | |
|---|---|
| **What it's about:** | Skills and requirements of a comprehensive induction programme for trainees |
| **Who it's for:** | All industrial/commercial instructors, trainers and supervisors |
| **To start you need:** | No qualifications necessary |
| **Level of subject:** | Introductory to intermediate |
| **How long it takes:** | 5–8 hours (variable) |
| **What you get:** | 30-page A4 workbook; video (VHS) |

| | |
|---|---|
| **What you need:** | Videocassette player (VHS) |
| **What it costs:** | Text £12 + VAT; video £30 + VAT; excludes tutorial support |
| **Tutorial support:** | Telephone support and face-to-face tutorials, as required, provided by Delivery projects, FE institutions, accredited centres and 'drop-in-centres' (further details from project) |
| **Extra information:** | Delivery arrangements exist with: North East Open Learning Network; Manchester Open Learning Initiative; Rochdale Open Tech Unit; Coventry Open Tech Unit; Trainer Support Services; others soon available |
| **Information to ask for:** | Video (£10); leaflet |
| **Name of project:** | Oxfordshire Project for the Training of Instructors and Supervisors |
| **Person to contact:** | B W Drowley or Dr R Webberley Tel. Kidlington (08675) 4170 |
| **Course entry No:** | [*2/388*] |

## INSTRUCTOR SKILLS [2/396]

| | |
|---|---|
| **What it's about:** | Non-vocational skills of training and instruction for a spectrum of potential or actual trainers |
| **Who it's for:** | All industrial/commercial instructors, trainers and supervisors |
| **To start you need:** | No qualifications necessary |
| **Level of subject:** | Introductory to intermediate |
| **How long it takes:** | 5-8 hours (variable) |
| **What you get:** | 30-page A4 study book; video (VHS); audiocassette |
| **What you need:** | Audiocassette player; videocassette player |
| **What it costs:** | Text £12 + VAT; audio £2 + VAT; video £30 + VAT; excludes tutorial support |
| **Tutorial support:** | Telephone support and face-to-face tutorials, as required, provided by Delivery projects, FE institutions, accredited centres and 'drop-in centres' |
| **Extra information:** | Delivery arrangements exist with: North East Open Learning Network; Manchester Open Learning Initiative; Rochdale Open Tech Unit; Coventry Open Tech Unit; Trainer Support Services; others soon available |

| | |
|---|---|
| **Information to ask for:** | Video (£10); leaflet |
| **Name of project:** | Oxfordshire Project for the Training of Instructors and Supervisors |
| **Person to contact:** | B W Drowley or Dr R Webberley Tel. Kidlington (08675) 4170 |
| **MARIS register No:** | 96410 |
| **Course entry No:** | [2/388] |

## LEARNING ABOUT OPEN LEARNING [2/397]

| | |
|---|---|
| **What it's about:** | To produce an understanding of the characteristics, benefits and objectives of open learning |
| **Who it's for:** | Anyone wishing to acquire an understanding of what open learning is about |
| **To start you need:** | No qualifications necessary |
| **Level of subject:** | Introductory |
| **How long it takes:** | 3-5 hours |
| **What you get:** | 63-page study book |
| **What it costs:** | £3 + VAT without tutorial support |
| **Extra information:** | This module will form an ideal introduction to other more advanced SCOTTSU material |
| **Name of project:** | SCOTTSU (Scottish Open Tech Training and Support Unit) |
| **Person to contact:** | Mr J S Waddell, project manager Tel. Dundee (0382) 453433 (ext. 356/9) |

## NEEDS ANALYSIS - DIAGNOSTIC PACKAGE [2/398]

| | |
|---|---|
| **What it's about:** | This package allows the trainee to make an estimate of his/her training needs specifically in one of the modules in the SWRMC Open Tech Project |
| **Who it's for:** | Individuals |
| **To start you need:** | No qualifications necessary |
| **Level of subject:** | Introductory |
| **How long it takes:** | 6 hours |
| **What you get:** | Print |
| **What it costs:** | On application |
| **Name of project:** | SWRMC Open Tech Project |
| **Person to contact:** | Mr M Timmins Tel. Bristol (0272) 656261 |
| **MARIS register No:** | 91736 |

## OPEN LEARNING GUIDE FOR COLLEGES [2/399]

| | |
|---|---|
| **What it's about:** | This guide for colleges running open learning programmes covers the concept of learner-centredness; the relationship of open learning programmes with traditional education programmes; the role of open learning tutors; the provision of the support packages |
| **Who it's for:** | College principals; heads of departments; lecturers |
| **To start you need:** | No qualifications necessary |
| **Level of subject:** | Introductory |
| **How long it takes:** | 12 hours |
| **What you get:** | 43-page ⅔ A4 book |
| **What it costs:** | £4.95 |
| **Tutorial support:** | A freestanding module requiring no tutorial support |
| **Information to ask for:** | Leaflet |
| **Name of project:** | BII Pub Business Programme |
| **Person to contact:** | Mr C Connell Tel. (01) 486 4831 |

*Trainees have found Open Learning an attractive method of learning and training specialists are enthusiastic about the potential for incorporating Open Learning into their training strategies now*

**Scottish & Newcastle**

## OPEN LEARNING GUIDE FOR COMPANIES [2/400]

| | |
|---|---|
| **What it's about:** | This guide for companies using open learning relates open learning to company training schemes, the learner and the trainer, and discusses measuring outcomes |
| **Who it's for:** | Training officers and line managers involved in training |
| **To start you need:** | No qualifications necessary |
| **Level of subject:** | Intermediate |
| **How long it takes:** | 12 hours |
| **What you get:** | 41-page ⅔ A4 book |
| **What it costs:** | £6.95 |
| **Tutorial support:** | A freestanding module requiring no tutorial support |
| **Information to ask for:** | Leaflet |
| **Name of project:** | BII Pub Business Programme |
| **Person to contact:** | Mr C Connell Tel. (01) 486 4831 |

## OPEN LEARNING GUIDE FOR MENTORS [2/401]

| | |
|---|---|
| **What it's about:** | A two-part guide. Part One helps open learners to determine the sort of support they want from those who tutor them; Part Two helps tutors to determine the sort of support they are best able to provide |
| **Who it's for:** | All those involved in giving and receiving open learning support |
| **To start you need:** | No qualifications necessary |
| **Level of subject:** | Introductory |
| **How long it takes:** | 4 hours per volume |
| **What you get:** | 2 ⅔ A4 booklets |
| **What it costs:** | £1.95 |
| **Tutorial support:** | A freestanding module requiring no tutorial support |
| **Information to ask for:** | Leaflet |
| **Name of project:** | BII Pub Business Programme |
| **Person to contact:** | Mr C Connell Tel. (01) 486 4831 |

## OPEN LEARNING GUIDE TO ASSESSMENT FOR AWARD [2/402]

| | |
|---|---|
| **What it's about:** | Supportive feedback; test methods; main methods of assessment |
| **Who it's for:** | Those involved in undertaking postal assessment for academic award |
| **Level of subject:** | Introductory |
| **How long it takes:** | 12 hours |
| **What you get:** | 20-page ⅔ A4 booklet |
| **What it costs:** | £2.95 |
| **Tutorial support:** | A freestanding module requiring no tutorial support |
| **Information to ask for:** | Leaflet |
| **Name of project:** | BII Pub Business Programme |
| **Person to contact:** | Mr C Connell Tel. (01) 486 4831 |

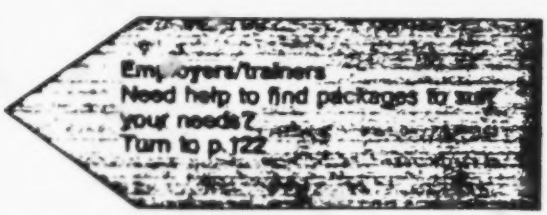
## PLANNING [2/403]

| | |
|---|---|
| **What it's about:** | Strategy skills and methodology of structuring a planned training programme by negotiation with the trainee |
| **Who it's for:** | All industrial/commercial instructors, trainers and supervisors |
| **To start you need:** | No qualifications necessary |
| **Level of subject:** | Introductory to intermediate |
| **How long it takes:** | 5–8 hours (variable) |
| **What you get:** | 30-page A4 workbook; video (VHS) |

| | |
|---|---|
| **What you need:** | Videocassette player (VHS) |
| **What it costs:** | Text £12 + VAT; video £30 + VAT; excludes tutorial support |
| **Tutorial support:** | Telephone support and face-to-face tutorials, as required, provided by Delivery projects, FE institutions, accredited centres and 'drop-in centres' |
| **Extra information:** | Delivery arrangements exist with: North East Open Learning Network; Manchester Open Learning Initiative; Rochdale Open Tech Unit; Coventry Open Tech Unit, Trainer Support Services; others soon available |
| **Information to ask for:** | Video (£10); inspection copies; leaflet |
| **Name of project:** | Oxfordshire Project for the Training of Instructors and Supervisors |
| **Person to contact:** | B W Drowley or Dr R Webberley Tel. Kidlington (08675) 4170 |
| **Course entry No:** | [2/388] |

## TRAINEE CENTRED LEARNING [2/404]

| | |
|---|---|
| **What it's about:** | Organisation of training based on the trainee's needs, skills, ability and pacing |
| **Who it's for:** | All industrial/commercial instructors, trainers and supervisors |
| **To start you need:** | No qualifications necessary |
| **Level of subject:** | Intermediate |
| **How long it takes:** | 5-8 hours (variable) |
| **What you get:** | 35-page A4 study book; video (VHS) |
| **What you need:** | Videocassette player (VHS) |
| **What it costs:** | Text £12 + VAT; video £30 + VAT; excludes tutorial support |
| **Tutorial support:** | Telephone support and face-to-face tutorials, as required, provided by Delivery projects, FE institutions, accredited centres and 'drop-in centres' (further details from project) |



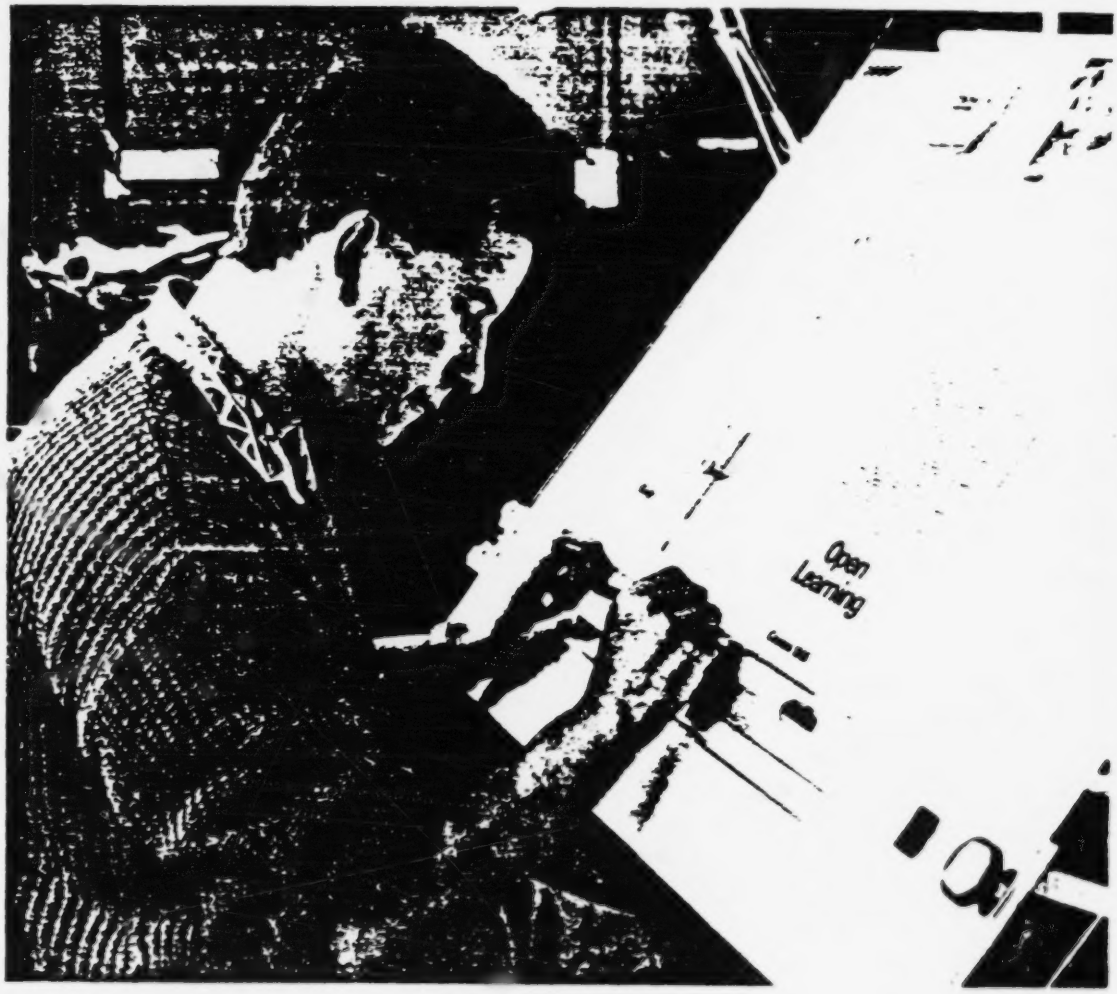

| | |
|---|---|
| **Extra information:** | Delivery arrangements exist with: North East Open Learning Network; Manchester Open Learning Initiative; Rochdale Open Tech Unit; Coventry Open Tech Unit, Trainer Support Services; others soon available |
| **Information to ask for:** | Video (£10); inspection copies; leaflet |
| **Name of project:** | Oxfordshire Project for the Training of Instructors and Supervisors |
| **Person to contact:** | B W Drowley or Dr R Webberley Tel. Kidlington (08675) 4170 |
| **Course entry No:** | [2/388] |

## TRAINERS' GUIDE [2/405]

| | |
|---|---|
| **What it's about:** | Setting up and supporting distance learning schemes |
| **Who it's for:** | Trainers |
| **To start you need:** | No qualifications necessary |
| **Level of subject:** | Intermediate |
| **How long it takes:** | 15 hours |
| **What you get:** | Print; audiocassette; videocassette |
| **What you need:** | Audiocassette player; videocassette player |
| **What it costs:** | £65 with tutorial support |
| **Tutorial support:** | Provided by telephone and face-to-face contact; takes place at the Henley Management College; or in-company support |
| **Information to ask for:** | Catalogue; video; leaflet |
| **Name of project:** | Henley Distance Learning |
| **Person to contact:** | Dr A Cooper Tel. Henley (0491) 571552 |
| **MARIS register No:** | 906830 |
| **Course entry No:** | [2/75] |

## TRAINING COURSE FOR WRITERS [2/406]

| | |
|---|---|
| **What it's about:** | Comprehensive package on writing open learning materials to full professional level. Covers objectives, writing and editing |
| **Who it's for:** | Intended authors of open learning material |
| **To start you need:** | Previous experience of writing open learning materials is advantageous; teaching and/or training experience an advantage |




| | |
|---|---|
| **Level of subject:** | Advanced (professional level) |
| **How long it takes:** | 20 hours |
| **What you get:** | 3-part workbook, guide |
| **What it costs:** | £90.00 + VAT with tutorial support. £25.00 + VAT without tutorial support. Materials released without tutorial support subject to approval |
| **Tutorial support:** | Provided by tutor-assessed assignments, telephone contact, workshops |
| **Extra information:** | Emphasis is placed on interaction. Exercises in tutor-assessed assignments are based on the writer's own subject area |
| **Information to ask for:** | Leaflet |
| **Name of project:** | SCOTTSU (Scottish Open Tech Training and Support Unit) |
| **Person to contact:** | Mr J S Waddell, project manager. Tel. Dundee (0382) 453433 (ext. 356/9) |

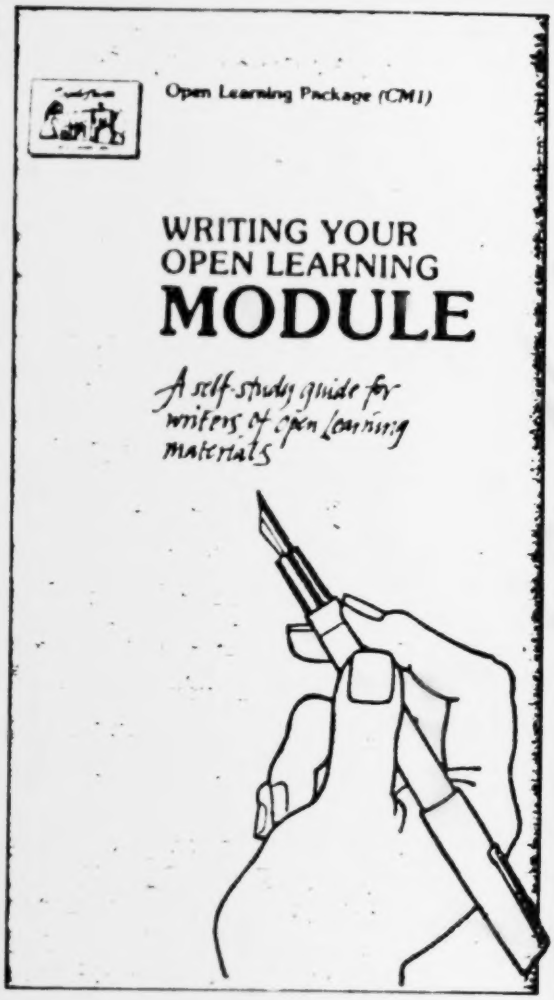
## WORKING WITH YOUNG PEOPLE [2/407]

| | |
|---|---|
| **What it's about:** | Skills of talking with and instructing young people, pitfalls of the generation gap and how to deal with them |
| **Who it's for:** | All industrial/commercial instructors, trainers and supervisors |
| **To start you need:** | No qualifications necessary |
| **Level of subject:** | Introductory to intermediate |
| **How long it takes:** | 5–8 hours (variable) |
| **What you get:** | 70-page A4 study/workbook, video (VHS) |
| **What you need:** | Videocassette player (VHS) |

What is different about Open Learning materials?
Find out what to look for in good materials on p.8

| | |
|---|---|
| **What it costs:** | Text £12 + VAT, video £30 + VAT, excludes tutorial support |
| **Tutorial support:** | Telephone support and face-to-face tutorials, as required, provided by Delivery projects, FE institutions, accredited centres and 'drop-in centres' (further details from project) |
| **Extra information:** | Delivery arrangements exist with: North East Open Learning Network; Manchester Open Learning Initiative; Rochdale Open Tech Unit; Coventry Open Tech Unit; Trainer Support Services; others soon available |
| **Information to ask for:** | Video (£10); Leaflet |
| **Name of project:** | Oxfordshire Project for the Training of Instructors and Supervisors |
| **Person to contact:** | B W Drowley or Dr R Webberley Tel. Kidlington (08675) 4170 |
| **Course entry No:** | [2/388] |

Individual learners
Need help to find what you're looking for?
Turn to p.12




## WRITING YOUR OPEN LEARNING MODULE [2/408]

| | |
|---|---|
| **What it's about:** | A self-study learning package for writers of open learning material |
| **Who it's for:** | Anyone involved with the writing of open learning material |
| **To start you need:** | No qualifications necessary |
| **Level of subject:** | Advanced |
| **Leads to:** | MAIL Test Completion Certificate |
| **How long it takes:** | 10 hours |
| **What you get:** | Print |
| **What it costs:** | £20 without tutorial support |
| **Information to ask for:** | Leaflet |
| **Name of project:** | Capel Manor Open Learning Unit |
| **Person to contact:** | Mrs R Allison Tel. Lea Valley (0992) 763849 |
| **MARIS register No:** | 706877 |
| **Course entry No:** | [2/1] |

# New Publication

# CEDEFOP

"TRAINING OF TRAINERS"

The new publications listed overleaf, consisting of a synthesis report and eight Member State monographs, represent the end of the first stage of CEDEFOP's work on this theme.

The importance of pre-service and in-service training of trainers has been emphasized in many of CEDEFOP's reports, and in July, 1981, the Management Board decided to launch a study on the vocational situation and the improvement of the qualifications and skills of teachers and trainers. The national reports were written in 1982 and the synthesis in late 1982 and early 1983.

In approaching the topic, it was found that it was impossible to consider the training of trainers without consideration of a series of other factors relating to their conditions of employment, such as where and for whom they worked, their career patterns, possibilities for mobility, age etc. The making available of training, particularly in-service training, and the take up of such opportunities is heavily influenced by such factors.

Three broad groups of trainers were identified, i.e. those who train within companies, those who train within training organizations, and those who provide (mainly theoretical) vocational education, usually in institutions of the education system. The national reports look at the existing situation in relation to career patterns, mobility in and between these groups, as well as the provision of in-service and pre-service training.

It was decided at an early stage to concentrate on the training of trainers of young people. This was necessary partly because of the very diffuse nature of vocational training systems for adults, and therefore of the structures for employing, and providing training for, the trainers of adults. Basically, therefore, the trainers covered in these reports are those who spend most of their time training young people in the 15-25 age group.

The synthesis report concludes that in order that vocational training systems respond to the challenges which face them

- the technological skills of trainers (i.e. their mastery of the subject matter) have to be developed, updated and possibly redirected.
- new teaching methods have to be adopted which promote the independence, mobility and adaptability of young people in a changing and uncertain employment situation, and which provide training in transferable key skills.
- in order to ease the preparation of young people for employment, trainers, themselves, need to be better acquainted with conditions of work, and with production, organization and management methods used in firms.
- trainers will have to develop their psychological and social awareness in relation to young people in difficulty and become more aware of the development of social behaviour which alters the shape of training provision for young people.

On this basis, the following priorities emerge:
- for teachers of theoretical technical subjects: extensive in-company experience;
- for teachers or instructors of practical subjects, a higher level of technological training;
- for in-firm trainers, more widespread pedagogical training.

For initial training the objective should, therefore, be to diversify training modes or channels, whether formal or informal. This implies systems for equating und awarding credits for studies and professional experience in firms, and educational or social institutions.

The analysis, demographic and statutory, of trainers does, however, confirm the view that priority must be given to the continuing training of practising trainers. This may eventually lead to the transfer of budgetary appropriations from initial to continuing training.

The studies are published in hardback form.

Det europæiske center for udvikling af Erhvervsuddannelse
Europäisches Zentrum für die Förderung der Berufsbildung
European Centre for the Development of Vocational Training
Centre européen pour le développement de la formation professionnelle
Ευρωπαϊκό Κέντρο για την Ανάπτυξη της Επαγγελματικής Κατάρτισης
Centro europeo per lo sviluppo della formazione professionale
Europees Centrum voor de Ontwikkeling van de Beroepsopleiding

Bundesallee 22, **D-1000 Berlin 15**, Tel. (0 30) 88 41 20, Telex 184 163 eucen d

# Order Coupon

Return to CEDEFOP-European Centre for the Development of Vocational Training, Bundesallee 22, D-1000 Berlin 15

Please send me a copy of CEDEFOP publications marked [X]

**Prices are excl. VAT and postage.**

Name:

Street, Number:

Postal code, Town:

Occupation, Function, Organization

- ☐ VOCATIONAL TRAINING PERSONNEL IN BELGIUM: SITUATION, TRAINING AND PROSPECTS
  Ernst Carlier
  Languages: EN, FR
  - ☐ EN ISBN 92-825-3797-8 1983, 102 pp.
  - ☐ FR ISBN 92-825-3798-6 1983, 65 pp.
  - Price: ECU 4, BFR 185, FF 28, UKL 2.40, IRL 3, USD 4

- ☐ VOCATIONAL TRAINING STAFF IN DENMARK
  Else Koefoed
  Languages: EN, FR
  - ☐ EN ISBN 92-825-3804-4 1983, 73 pp.
  - ☐ FR ISBN 92-825-3805-2 1983, 102 pp.
  - Price: ECU 4, BFR 185, FF 28, UKL 2.40, IRL 3, USD 4

- ☐ TRAINERS AND TEACHERS IN VOCATIONAL TRAINING IN THE FEDERAL REPUBLIC OF GERMANY
  Beate Krais, Marlies Krebstakies
  Languages: EN, FR, DE
  - ☐ EN ISBN 92-825-3814-1 1983, 88 pp.
  - ☐ FR ISBN 92-825-3815-X 1983, 108 pp.
  - ☐ DE ISBN 92-825-3813-3 1983, 94 pp.
  - Price: ECU 4, BFR 185, DM 9,50, FF 28, UKL 2.40, IRL 3, USD 4

- ☐ TEACHING PERSONNEL IN INITIAL VOCATIONAL TRAINING IN FRANCE (CONDITIONS OF SERVICE, QUALIFICATIONS, TRAINING TRACKS)
  A. Coqblin, A. Quincy
  Languages: EN, FR
  - ☐ EN ISBN 92-825-3802-8 1983, 114 pp.
  - ☐ FR ISBN, 92-825-3803-6 1983, 83 pp.
  - Price: ECU 4, BFR 185, FF 28, UKL 2.40, IRL 3, USD 4

- ☐ THE VOCATIONAL TRAINERS OF YOUNG PEOPLE IN IRELAND
  Sue Leigh Doyle, Brenda McGennis
  Languages: EN, FR
  - ☐ EN ISBN 92-825-3809-5 1983, 79 pp.
  - ☐ FR ISBN 92-825-3810-9 1983, 88 pp.
  - Price: ECU 4, BFR 185, FF 28, UKL 2.40, IRL 3, USD 4



The European Centre for the Development of Vocational Training (CEDEFOP) was established in 1975 by Decision of the Council of the European Communities. CEDEFOP enjoys full autonomy but cooperates closely with the services of the EC Commission.

**Tasks**

Assisting the EC Commission in the promotion and development of vocational training and continuing education at Community level;
Compiling documentation on recent developments and research activities in relevant fields;
Contributing to the further development and co-ordination of research in these fields;
Fostering and disseminating information and experience;
Compiling information and documentation

**Organization**

The Management Board, comprising government, employer and trade union representatives from each of the Member States, together with three representatives of the EC Commission, establishes the Work Programme. A Director and two Deputy Directors bear the legal responsibility for the Centre and are in charge of the day-to-day business. The Centre has a staff of 41 drawn from all Member States. The Centre is financed by the Commission of the European Communities.

**Project Themes**

Comparison of vocational training systems
Youth unemployment
Equal opportunities
Migrant workers
Training of trainers
Technological development

**Activities**

Organization of meetings, seminar and conferences;
Assignment of research studies and coordination of pilot projects;
Publication of research reports, studies, documentation and bibliographies;
Publication of two periodicals (Vocational Training Bulletin, CEDEFOP news)

- ☐ VOCATIONAL TRAINING STAFF IN ITALY: CURRENT SITUATION AND FUTURE TRENDS
  Nadio Delai, Arnaldo Ferrari
  Languages: EN, FR, IT
  - ☐ EN ISBN 92-825-3799-4 1983, 76 pp.
  - ☐ FR ISBN 92-825-3800-1 1983, 88 pp.
  - ☐ IT ISBN 92-825-3801-X 1983, 73 pp.
  - Price: ECU 4, BFR 185, FF 28, UKL 2.40, IRL 3, LIT 5.500, USD 4

- ☐ TEACHING STAFF IN DUTCH VOCATIONAL EDUCATION
  Dr. Hans M. C. Schellekens
  Languages: EN, FR, NL
  - ☐ EN ISBN 92-825-3806-0 1983, 76 pp.
  - ☐ FR ISBN 92-825-3807-9 1983, 80 pp.
  - ☐ NL ISBN 92-825-3808-7 1983, 76 pp.
  - Price: ECU 4, BFR 185, FF 28, HFL 10,50, UKL 2.40, IRL 3, USD 4

- ☐ THE VOCATIONAL TRAINER OF YOUNG PEOPLE IN THE UNITED KINGDOM
  Michael J. Kelly
  Languages: EN, FR
  - ☐ EN ISBN 92-825-3811-7 1983, 76 pp.
  - ☐ FR ISBN 92-825-3812-5 1983, 104 pp.
  - Price: ECU 4, BFR 185, FF 28, UKL 2.40, IRL 3, USD 4

- ☐ PROFESSIONAL SITUATION AND TRAINING OF TRAINERS IN THE MEMBER STATES OF THE EUROPEAN COMMUNITIES — SYNTHESIS REPORT —
  Benoit Thery
  Languages: EN, FR, DE
  - ☐ EN ISBN 92-825-3843-5 1984, 177 pp.
  - ☐ FR ISBN 92-825-3844-3 1984, 169 pp.
  - ☐ DE ISBN 92-825-3842-7 1984, 174 pp.
  - Price: ECU 4, BFR 185, DM 9,50, FF 28, UKL 2.40, IRL 3, USD 4

# EN

## CEDEFOP's Information and Publications Policies

The European Centre for the Development of Vocational Training (CEDEFOP) was established by Regulation of the Council of the European Communities in February, 1975, as a result of the Social Action Programme launched by the Communities in 1974.

It is governed by a Management Board composed of three representatives of the Commission of the European Communities and three representatives from each of the twelve Member States of the European Community, of whom one is a representative of the trade unions, another of employers' organizations and a third of governments.

CEDEFOP's objective is to assist the development of vocational training policy in the Communities, by supplying technical and scientific advice and information to both the Community Institutions, particularly the Commission, and authorities and organizations in the Member States. Its instruments are the organization of seminars and conferences, the collection and dissemination of information, and the publication of specific reports and periodicals. CEDEFOP publishes three periodicals. "CEDEFOP news" is published four times each year in English, French, German, Italian and Dutch. It is available free of charge on request and contains brief information items concerning activities in the field of vocational training at Community level and in the Member States. It also provides information on CEDEFOP's own activities.

CEDEFOP's Bulletin on "Vocational Training" is published three times a year in all of the Community languages. Usually it deals in depth with a particular theme. It is available on subscription.

"CEDEFOP flash" presents brief reports on the results of CEDEFOP's most recent activities. It is issued about ten times a year in three languages (English, French, German) and is available on request from CEDEFOP.

CEDEFOP also publishes and distributes through the Office for Official Publications of the European Communities and its sales offices in its Member States the results of the studies and conferences it organizes. A full list of these publications, information concerning subscriptions to "Vocational Training", copies of CEDEFOP news, the Annual Report and a brochure concerning CEDEFOP can all be obtained on request by writing to:

**European Centre for the Development of Vocational Training (CEDEFOP)**
**Bundesallee 22**
**D-1000 Berlin 15**
**Tel. (030) 88 41 20**
**Telex: 184163 eucen d**
**Telefax: 030 884 12222**

In addition to providing information on specific vocational training issues or on the systems of vocational training through its own publications, CEDEFOP through its library and documentation services provides additional information concerning vocational training activities at Community level and in the Member States. About 250 periodicals in the field of vocational training can be consulted in its library as can about 8,000 books, as well as files relating to vocational training institutions and specific vocational training themes. The key instrument for tracing material is the bank of indexed and catalogued references to the most significant books and articles on vocational training published by the Member States and national organizations. This consists of some 25,000 references to works, only some of which are actually held by CEDEFOP. Computerization of the catalogues is in process with a view to eventually providing an on-line service with the assistance of a data-bank host organization to those interested.

This work has been made possible by the preparation and publication of CEDEFOP's Thesaurus on "Vocational Training". It has been published by CEDEFOP in four languages (English, French, German and Italian), while a Portugese version is also available and Spanish and Greek versions are being prepared. In the preparation of the Thesaurus, and in many other aspects of its documentation work, CEDEFOP cooperates closely with both the central and national units of EURYDICE, the European Community's education information network.

To help it carry out these tasks, CEDEFOP has established a documentary information network consisting of one institution in each Member State. These institutions provide indexations and abstracts of the most important publications and journal articles in the field of vocational training in their country, make contributions to bibliographies and documentary dossiers on particular subjects and provide answers to questions raised by policy makers, researchers and practitioners, channelled through CEDEFOP or other members of the network. At present, the following institutions are members of the network:

| | |
|---|---|
| ONEM (Office national de l'emploi)<br>CIDOC<br>(Centre intercommunautaire de documentation pour la formation professionnelle)<br>Bd de l'Empereur 11<br>B - 1000 Bruxelles | M. Jean-Pierre Grandjean |
| RVA (Rijksdienst voor arbeidsvoorziening)<br>ICODOC<br>(Intercommunautair documentatiecentrum voor beroepsleiding)<br>Keizerlaan 11<br>B - 1000 Brussel<br>Tél. (00 32-2) 513 91 20 | M. Frederic Geers |
| SEL<br>(The Royal Danish School of Educational Studies for Teachers at Technical and Commercial Colleges)<br>Rigensgade 13<br>DK - 1316 København K<br>Tel. (00 45-1) 14 41 14 | Ms. Else Koefoed<br>Ms. Karin Søjberg Holst |
| BIBB<br>(Bundesinstitut für Berufsbildung)<br>Fehrbelliner Platz 3<br>D - 1000 Berlin 31<br>Tel. (00 49-30) 8683-1<br>Teletex 308057 | Herr Klaus Schweikert<br>Frau Brigitte Chavalas<br>Frau Vera Meiss[illegible]r |
| Pedagogical Institute<br>Ministry of National Education and Religion<br>396, Messogion Street<br>GR - 15341 Athens<br>Tel. (00 30-1) 656 73 64 | Mr. Stamatis Paleocrassas<br>Ms. Maria Vacalopoulou<br>Mr. Hydo Golya |
| INEM<br>(Instituto Nacional de Empleo)<br>Ministerio de Trabajo y Seguridad Social<br>Condésa de Venadito, 9<br>E - 28027 Madrid<br>Tél. (00 34-1) 408 15 00 / 408 31 19 | M. José Martinez Madrid<br>M. José Luis Gonzalez<br>Mme. Luz de las Cuevas |

| | |
|---|---|
| Centre INFFO<br>(Centre pour le développement de l'information sur la formation permanente)<br>Tour Europe Cedex 07<br>F - 92080 Paris la Défense<br>Tél. (00 33-1) 477 813 50<br>Télécopieur (00 33-1) 477 374 20 | M. Ambroise Monod<br>M. Philippe Malosse<br>Mme. Magali Chazeau |
| AnCO – The Industrial Training Authority<br>P.O. Box 456<br>27-33, Upper Baggot Street<br>IRL - Dublin 4<br>Tel. (00 353-1) 68 57 77<br>Telefax (00 353-1) 68 26 91 | Mr Donal Kerr<br>Ms. Mary O'Donnell<br>Ms. Angela Lambkin |
| ISFOL<br>(Istituto per lo sviluppo della formazione professionale dei lavoratori)<br>Via Bartolomeo Eustachio 8<br>I - 00161 Roma<br>Tel. (00 39-6) 84 13 51<br>Télécopieur (00 39-6) 844 58 83 | Sig.ra Cristina Luchini<br>Sig.ra Paola Piantelli |
| Chambre des Métiers du G.-D. de Luxembourg<br>41, rue Glesener<br>L - 1631 Luxembourg<br>Tél. (00 352) 40 00 22-1 | M. Ted Mathgen |
| PCBB<br>(Pedagogisch Centrum Beroepsonderwijs Bedrijfsleven)<br>Verwersstraat 13-15<br>Postbus 1585<br>NL - 5200 BP's-Hertogenbosch<br>Tel. (00 31-73) 12 40 11 | Ms. Gerry Spronk |
| SICT<br>(Serviço de Informação Cientifica e Técnica)<br>Ministério do Trabalho e Segurança Social<br>Praça de Londres, 2-10 Andar<br>P - 1091 Lisboa Codex<br>Tél. (00 351-1) 89 66 28<br>Télex 16704 | Ms. Odette Lopes dos Santos<br>Ms. Fatima Hora |
| BACIE<br>(British Association for Commercial and Industrial Education)<br>16, Park Crescent<br>UK - London W1 4AP<br>Tel. (00 44-1) 636 53 51 | Ms. Sheila Sylvester |

The Commission's unit of EURYDICE, the International Labour Office's Training Branch and Library and the International Centre for Advanced Technical and Vocational Training in Turin work closely with the network and are invited to its meetings.

This volume is the result of the work of the documentation network. Further information on it can be obtained from the addresses above or from CEDEFOP, where Ms. Martina Ni Cheallaigh, Ms. Letizia Weiss, Ms. Gabriella Triches and Mr. Michael Adams are responsible for this work, under the direction of Dr. Corrado Politi, Deputy Director.

# FR

## La Politique du CEDEFOP en matière d'information et de publications

La Centre européen pour le développement de la formation professionnelle (CEDEFOP) institué en février 1975 en vertu d'un Règlement du Conseil des Communautés européennes, constitue une émanation du Programme d'action sociale lancé par les Communautés en 1974.

Il est dirigé par un Conseil d'administration composé de trois représentants de la Commission des Communautés européennes et de trois représentants pour chacun des douze Etats membres des Communautés européennes, l'un représentant les syndicats, le second les organisations d'employeurs et le troisième le gouvernement.

Le CEDEFOP a pour objectif d'apporter son concours au développement de la politique de formation professionnelle dans la Communauté en fournissant des conseils et des informations techniques et scientifiques aux institutions communautaires, notamment à la Commission, et aux instances et organismes des Etats membres. L'organisation de séminaires et de conférences, la collecte et la diffusion d'informations et la publication de rapports et de publications périodiques spécifiques constituent ses moyens d'action.

Le CEDEFOP publie trois périodiques. "CEDEFOP news" paraît quatre fois par an en allemand, anglais, français, italien et néerlandais. Il peut être obtenu gratuitement sur demande, il contient de brefs articles d'information sur les activités dans le domaine de la formation professionnelle au niveau de la Communauté et des Etats membres. Il renseigne également sur les activités du CEDEFOP.

Le bulletin du CEDEFOP "Formation professionnelle" est publié trois fois par an dans toutes les langues de la Communauté. Généralement, il traite à fond d'un thème spécifique. La diffusion se fait par abonnement.

"CEDEFOP flash", qui paraît environ 10 fois par an en trois langues (allemand, anglais et français), présente de brefs rapports sur les activités les plus récentes du CEDEFOP. Il peut être obtenu sur demande auprès du CEDEFOP.

Le CEDEFOP diffuse également les résultats des études qu'il réalise sur les thèmes précités, par l'intermédiaire de l'Office des publications officielles des Communautés européennes et de ses points de vente dans les Etats membres. On peut obtenir une liste complète de ces publications, des informations concernant l'abonnement à "Formation professionnelle", des numéros de CEDEFOP news, le Rapport annuel et une brochure sur le CEDEFOP en les demandant par écrit au:

**Centre européen pour le développement de la formation professionnelle (CEDEFOP)**
**Bundesallee 22**
**D-1000 Berlin 15**
**Téléphone: (030) 88 41 20**
**Telex: 184163 eucen d**
**Télécopieur: 030 8841 2222**

Outre les informations sur des thèmes spécifiques de la formation professionnelle ou sur les systèmes de formation professionnelle qu'il fournit par ses propres publications, le CEDEFOP essaie, grâce à ses services de bibliothèque et de documentation, d'apporter des informations complémentaires sur les activités de formation professionnelle au niveau de la Communauté et des Etats membres. On peut consulter dans sa bibliothèque près de 250 périodiques sur la formation professionnelle, environ 8000 livres, ainsi que des dossiers relatifs à des thèmes spécifiques et aux organismes de formation professionnelle. L'instrument-clé ouvrant l'accès à cette documentation est une banque de références indexées et cataloguées, se rapportant aux livres et articles les plus significatifs publiés en la matière par les Etats membres et les organismes nationaux. Cette banque comprend quelque 25000 références à des ouvrages dont certains seulement se trouvent effectivement au CEDEFOP. L'informatisation, en cours, des catalogues doit permettre à long terme d'offrir aux intéressés un service en ligne avec l'assistance d'un serveur. Ce travail a été possible grâce à la préparation et à la publication du thesaurus du CEDEFOP sur la formation professionnelle, en quatre langues (allemand, anglais, français et italien). Une version portugaise est également disponible, et des versions grecque et espagnole sont en chantier. Tant dans la préparation du thesaurus que sur de nombreux autres aspects de son travail de documentation, le CEDEFOP coopère étroitement avec les unités nationales et l'unité centrale d'EURYDICE, le réseau d'information sur l'éducation de la Communauté européenne.

Pour l'aider dans l'exécution de ces tâches, le CEDEFOP a mis en place un réseau de coopération documentaire qui compte un organisme par Etat membre. Ces organismes fournissent des indexations, des abrégés, des publications et des articles de journaux les plus importants sur la formation professionnelle dans le pays concerné; ils apportent des contributions aux bibliographies et aux dossiers documentaires sur des thèmes spécifiques et répondent aux questions posées par des chercheurs, des praticiens et des responsables de la formation professionnelle, et reçues par le CEDEFOP ou par d'autres membres du réseau.

## Membres du réseau

ONEM (Office national de l'emploi)
CIDOC
(Centre intercommunautaire de documentation pour la formation professionnelle)
Bd de l'Empereur 11
B - 1000 Bruxelles

M. Jean-Pierre Grandjean

RVA (Rijksdienst voor arbeidsvoorziening)
ICODOC
(Intercommunautair documentatiecentrum voor beroepsleiding)
Keizerlaan 11
B - 1000 Brussel
Tél. (00 32-2) 513 91 20

M. Frederic Geers

SEL
(The Royal Danish School of Educational Studies for Teachers at Technical and Commercial Colleges)
Rigensgade 13
DK - 1316 København K
Tél. (00 45-1) 14 41 14

Mme Else Koefoed
Mme Karin Søjberg Holst

BIBB
(Bundesinstitut für Berufsbildung)
Fehrbelliner Platz 3
D - 1000 Berlin 31
Tél. (00 49-30) 8683-1
Telefax (00 49-30) 868 34 55

M. Klaus Schweikert
Mme Brigitte Gravalas
Mmeau Vera Meissner

Pedagogical Institute
Ministry of National Education and Religion
396, Messogion Street
GR - 15341 Athens
Tél. (00 30-1) 656 73 64
Telefax (00 30-1) 656 73 64

M. Stamatis Paleocrassas
Mme Maria Vakalopoulou
M. Hydo Golya

INEM
(Instituto Nacional de Empleo)
Ministerio de Trabajo y Seguridad Soacial
c/ Condesa de Venadito, 9
E - 28027 Madrid
Tél. (00 34-1) 408 15 00 / 408 31 19

M. José Martinez Madrid
M. José Luis González Gahrcia
Mme Maria Luz de las Cuevas

| | |
|---|---|
| Centre INFFO<br>(Centre pour le développement de l'information sur la formation permanente)<br>Tour Europe Cedex 07<br>F - 92080 Paris la Défense<br>Tél. (00 33-1) 477 813 50<br>Télécopieur (00 33-1) 477 374 20 | M. Ambroise Monod<br>Mme Magali Chazeau<br>M. Philippe Malosse |
| AnCO – The Industrial Training Authority<br>P.O. Box 456<br>27-33, Upper Baggot Street<br>IRL - Dublin 4<br>Tél. (00 353-1) 68 57 77<br>Télécopieur (00 353-1) 68 26 91 | M. Donal Kerr<br>Mme Mary O'Donnell<br>Mme Angela Lambkin |
| ISFOL<br>(Istituto per lo sviluppo della formazione professionale dei lavoratori)<br>Via Bartolomeo Eustachio 8<br>I - 00161 Roma<br>Tél. (00 39-6) 84 13 51<br>Télécopieur (00 39-6) 844 58 83 | Mme Cristina Luchini<br>Sig.ra Paola Piantelli |
| Chambre des Métiers du G.-D. de Luxembourg<br>41, rue Glesener<br>L - 1631 Luxembourg<br>Tél. (00 352) 40 00 22-1 | M. Ted Mathgen |
| PCBB<br>(Pedagogisch Centrum Beroepsonderwijs Bedrijfsleven)<br>Verwersstraat 13-15<br>Postbus 1585<br>NL - 5200 BP's-Hertogenbosch<br>Tél. (00 31-73) 12 40 11 | Mme Gerry Spronk |
| SICT<br>(Serviço de Informação Cientifica e Técnica)<br>Ministério do Trabalho e Segurança Social<br>Praça de Londres, 2-1° Andar<br>P - 1091 Lisboa Codex<br>Tél. (00 351-1) 89 66 28<br>Télex 16704 | Mme Odette Lopes dos Santos<br>Mme Fatima Hora |
| BACIE<br>(British Association for Commercial and Industrial Education)<br>16, Park Crescent<br>UK - London W1 4AP<br>Tél. (00 44-1) 636 53 51 | Mme Sheila Sylvester |

L'unité EURYDICE de la Commission, la section formation et la bibliothèque du BIT ainsi que le Centre international de Perfectionnement Professionnel et Technique de Turin coopèrent étroitement avec le réseau et sont invités à ses réunions.

Le présent volume constitue le résultat des travaux du réseau de coopération documentaire. Des renseignements complémentaires peuvent être obtenus aux adresses citées ci-dessus ou auprès du CEDEFOP où Mme Martina Ni Cheallaigh, Mme Letizia Weiss, Mme Gabriella Triches et M. Michael Adams sont responsables de ces travaux sous la conduite de M. Corrado Politi, Directeur adjoint.

# DE

## CEDEFOPs Informations- und Veröffentlichungspolitik

Das Europäische Zentrum für die Förderung der Berufsbildung (CEDEFOP) wurde im Februar 1975 durch Verordnung des Rates der Europäischen Gemeinschaft im Rahmen des 1974 vorgelegten Sozialpolitischen Aktionsprogramms der EG errichtet.

Das Zentrum wird von einem Verwaltungsrat verwaltet, gebildet aus drei Vertretern der EG-Kommission und drei Vertretern jedes der zwölf Mitgliedsstaaten der Europäischen Gemeinschaft, von denen jeweils einer die Arbeitnehmerorganisationen, die Arbeitgeberverbände und die Regierungsseite vertritt.

CEDEFOP hat die Aufgabe, durch wissenschaftliche und technische Beratung und Information sowohl der Gemeinschaftsinstitutionen, insbesondere der Kommission, als auch der Behörden und Organisationen in den Mitgliedstaaten die Berufsbildungspolitik auf Gemeinschaftsebene zu fördern und weiterzuentwickeln. Zu diesem Zweck führt das Zentrum Konferenzen und Seminare durch, sammelt und verbreitet zweckdienliche Informationen und veröffentlicht Einzelberichte und Periodika.

CEDEFOP gibt drei Periodika heraus. Das Nachrichtenblatt "CEDEFOP news" erscheint zur Zeit viermal jährlich in Deutsch, Englisch, Französisch, Italienisch und Niederländisch und ist auf Anfrage kostenlos erhältlich. Es enthält Kurzinformationen über Arbeiten und Initiativen im Bereich der Berufsbildung auf Gemeinschaftsebene und in den Mitgliedstaaten sowie Informationen über die Tätigkeit des Zentrums selbst.

CEDEFOPs Zeitschrift "Berufsbildung" erscheint gegenwärtig dreimal jährlich in allen Gemeinschaftssprachen. Jedes Heft ist im allgemeinen einem bestimmten Thema gewidmet. Die Zeitschrift kann im Abonnement bezogen werden.

Außerdem gibt CEDEFOP eine Schnellinformation über die jüngsten Ergebnisse seiner Arbeit heraus, "CEDEFOP flash", die etwa 10mal jährlich auf deutsch, englisch und französisch erscheint und auf Anforderung erhältlich ist.

Über das Amt für amtliche Veröffentlichungen der Europäischen Gemeinschaften und dessen Vertriebsstellen in den Mitgliedstaaten veröffentlicht das Zentrum ferner die Ergebnisse der Untersuchungen und Veranstaltungen. Eine vollständige Liste dieser Veröffentlichungen, Informationen über die Abonnierung der Zeitschrift "Berufsbildung", Exemplare von "CEDEFOP news" sowie der Jahresberichte und eine Broschüre über das Zentrum sind auf schriftliche Anfrage erhältlich bei:

**Europäisches Zentrum für die Förderung der Berufsbildung (CEDEFOP)**

**Bundesallee 22**
**D-1000 Berlin 15**
**Tel.: (030) 88 41 20**
**Telex: 184 16 eucen d**
**Telefax: 030 884 12222**

Neben der Bereitstellung von Informationen über bestimmte Themen der Berufsbildung oder über die Berufsbildungssysteme in Form eigener Veröffentlichungen bemüht sich das Zentrum, durch seine Bibliotheks- und Dokumentationsdienste zusätzliche Informationen über die Aktivitäten im Bereich der Berufsbildung auf Gemeinschaftsebene und in den Mitgliedstaaten zu liefern. In seiner Bibliothek können etwa 250 Fachzeitschriften über Berufsbildung, rund 8000 Bände Fachliteratur sowie Dokumentationen über Berufsbildungsinstitutionen und besondere -themen eingesehen werden. Eine wesentliche Zugangshilfe zu Informationen bildet die Bank der katalogisierten bibliographischen Referenzen der wichtigsten von den Mitgliedstaaten und internationalen Organisationen veröffentlichten Bücher und Artikel über Berufsbildung. Sie enthält rund 25 000 Nachweise von Werken, die nur zum kleineren Teil am CEDEFOP verfügbar sind. Gegenwärtig werden die Kataloge auf EDV umgestellt, um schließlich eine on-line-Abfrage über eine Datenbank-Host-Organisation für Interessenten zu ermöglichen. Dafür wurde der CEDEFOP-"Thesaurus Berufsbildung" geschaffen und veröffentlicht, und zwar in zunächst vier Sprachen (Englisch, Französisch, Deutsch und Italienisch); daneben steht eine portugiesische Fassung zur Verfügung; eine spanische und griechische Fassung ist in Vorbereitung.

In Zusammenhang mit dem Thesaurus und vielen anderen Aufgaben im Dokumentationsbereich arbeitet CEDEFOP eng zusammen mit der zentralen Einheit und den nationalen Einheiten von EURYDICE, dem Bildungsinformationsnetz in der Europäischen Gemeinschaft.

Um darin unterstützt zu werden, hat das CEDEFOP ein Netzwerk von Dokumentationsdiensten aufgebaut, das je eine Partnerinstitution in den Mitgliedstaaten umfaßt. Diese Institutionen liefern bibliographische Referenzen und Abstrakte der wichtigsten Veröffentlichungen und Zeitschriftenartikel auf dem Gebiet der Berufsbildung in ihrem Land sowie Bibliographien und dokumentarische Dossiers über bestimmte Themen und beantworten Anfragen aus Politik, Wissenschaft und Praxis, die an das CEDEFOP oder an einzelne Mitglieder des Netzwerks gerichtet werden.

Gegenwärtig sind folgende Institutionen Mitglieder des Netzwerks:

ONEM (Office national de l'emploi)
CIDOC
(Centre intercommunautaire de documentation pour la formation professionnelle)
Bd de l'Empereur 11
B - 1000 Bruxelles

M. Jean-Pierre Grandjean

RVA (Rijksdienst voor arbeidsvoorziening)
ICODOC
(Intercommunautair documentatiecentrum voor beroepsleiding)
Keizerlaan 11
B - 1000 Brussel
Tél. (00 32-2) 513 91 20

M. Frederic Geers

SEL
(The Royal Danish School of Educational Studies for Teachers at Technical and Commercial Colleges)
Rigensgade 13
DK - 1316 København K
Tel. (00 45-1) 14 41 14

Ms. Else Koefoed
Ms Karin Søjberg Holst

BIBB
(Bundesinstitut für Berufsbildung)
Fehrbelliner Platz 3
D - 1000 Berlin 31
Tel. (00 49-30) 8683-1
Teletex 308057

Herr Klaus Schweikert
Frau Brigitte Gravalas
Frau Vera Meissner

Pedagogical Institute
Ministry of National Education and Religion
396, Messogion Street
GR - 15341 Athens
Tel. (00 30-1) 656 73 64

Mr. Stamatis Paleocrassas
Ms. Maria Vacalopoulou
Mr. Hydo Golya

INEM
(Instituto Nacional de Empleo)
Ministerio de Trabajo y Seguridad Social
Condésa de Venadito, 9
E - 28027 Madrid
Tél. (00 34-1) 408 15 00 / 408 31 19

M. José Martinez Madrid
M. José Luis Gonzalez
Mme. Luz de las Cuevas

| | |
|---|---|
| Centre INFFO<br>(Centre pour le développement de l'information sur la formation permanente)<br>Tour Europe Cedex 07<br>F - 92080 Paris la Défense<br>Tél. (00 33-1) 477 813 50<br>Télécopieur (00 33-1) 477 374 20 | M. Ambroise Monod<br>M. Philippe Malosse<br>Mme. Magali Chazeau |
| AnCO – The Industrial Training Authority<br>P.O. Box 456<br>27-33, Upper Baggot Street<br>IRL - Dublin 4<br>Tel. (00 353-1) 68 57 77<br>Telefax (00 353-1) 68 26 91 | Mr Donal Kerr<br>Ms. Mary O'Donnell<br>Ms. Angela Lambkin |
| ISFOL<br>(Istituto per lo sviluppo della formazione professionale dei lavoratori)<br>Via Bartolomeo Eustachio 8<br>I - 00161 Roma<br>Tel. (00 39-6) 84 13 51<br>Télécopieur (00 39-6) 844 58 83 | Sig.ra Cristina Luchini<br>Sig.ra Paola Piantelli |
| Chambre des Métiers du G.-D. de Luxembourg<br>41, rue Glesener<br>L - 1631 Luxembourg<br>Tél. (00 352) 40 00 22-1 | M. Ted Mathgen |
| PCBB<br>(Pedagogisch Centrum Beroepsonderwijs Bedrijfsleven)<br>Verwersstraat 13-15<br>Postbus 1585<br>NL - 5200 BP's-Hertogenbosch<br>Tel. (00 31-73) 12 40 11 | Ms. Gerry Spronk |
| SICT<br>(Serviço de Informação Cientifica e Técnica)<br>Ministério do Trabalho e Segurança Social<br>Praça de Londres, 2-10 Andar<br>P - 1091 Lisboa Codex<br>Tél. (00 351-1) 89 66 28<br>Télex 16704 | Ms. Odette Lopes dos Santos<br>Ms. Fatima Hora |
| BACIE<br>(British Association for Commercial and Industrial Education)<br>16, Park Crescent<br>UK - London W1 4AP<br>Tel. (00 44-1) 636 53 51 | Ms. Sheila Sylvester |

Die EURYDICE-Abteilung der Kommission, die Abteilung Ausbildungspolitik und Bibliothek des Internationalen Arbeitsamtes und das Internationale Zentrum für fachliche und berufliche Fortbildung in Turin arbeiten eng mit dem Netzwerk zusammen und werden zu dessen Tagungen eingeladen.

Die vorliegende Dokumentation ist das Ergebnis der Tätigkeit des Dokumentationsnetzwerks. Weitere Informationen darüber sind bei den obigen Adressen oder beim CEDEFOP erhältlich, in dem Frau Martina Ni Cheallaigh, Frau Letizia Weiss, Frau Gabrielle Triches und Herr Michael Adams unter der Leitung des stellvertretenden Direktors Dr. Corrado Politi für diese Tätigkeit zuständig sind.

CEDEFOP — European Centre for the Development of Vocational Training

**The training of trainers in the United Kingdom: A documentary dossier**

**Compiled by:**
**Steve Sharples**
**Information Services Manager**
**BACIE**
**December 1986**

*CEDEFOP Document*

Luxembourg: Office for Official Publications of the European Communities

1987 — 69 pp. — 21.0 × 29.7 cm

EN

ISBN 92-825-7605-1

Catalogue number: HX-49-87-503-EN-C

Price (excluding VAT) in Luxembourg

ECU 5 BFR 200 IRL 3.60 UKL 3.50 USD 5

---

Venta y suscripciones · Salg og abonnement · Verkauf und Abonnement · Πωλήσεις και συνδρομές
Sales and subscriptions · Vente et abonnements · Vendita e abbonamenti
Verkoop en abonnementen · Venda e assinaturas

BELGIQUE / BELGIË

**Moniteur belge / Belgisch Staatsblad**
Rue de Louvain 40-42 / Leuvenseweg 40-42
1000 Bruxelles / 1000 Brussel
Tél. 512 00 26
CCP / Postrekening 000-2005502-27

Sous-dépôts / Agentschappen:

**Librairie européenne / Europese Boekhandel**
Rue de la Loi 244 / Wetstraat 244
1040 Bruxelles / 1040 Brussel

**CREDOC**
Rue de la Montagne 34 / Bergstraat 34
Bte 11 / Bus 11
1000 Bruxelles / 1000 Brussel

DANMARK

**Schultz EF publikationer**
Møntergade 19
1116 København K
Tlf. (01) 14 11 95
Telecopier: (01) 32 75 11

BR DEUTSCHLAND

**Bundesanzeiger Verlag**
Breite Straße
Postfach 10 80 06
5000 Köln 1
Tel. (02 21) 20 29-0
Fernschreiber: ANZEIGER BONN 8 882 595
Telecopierer: 20 29 278

GREECE

**G.C. Eleftheroudakis SA**
International Bookstore
4 Nikis Street
105 63 Athens
Tel. 322 22 55
Telex 219410 ELEF

Sub-agent for Northern Greece:

**Molho's Bookstore**
The Business Bookshop
10 Tsimiski Street
Thessaloniki
Tel. 275 271
Telex 412885 LMOL

ESPAÑA

**Boletín Oficial del Estado**
Trafalgar 27
28010 Madrid
Tel. (91) 446 60 00

**Mundi-Prensa Libros, S.A.**
Castelló 37
28001 Madrid
Tel. (91) 431 33 99 (Libros)
431 32 22 (Suscripciones)
435 36 37 (Dirección)
Telex 49370-MPLI-E

FRANCE

**Journal officiel**
**Service des publications des Communautés européennes**
26, rue Desaix
75727 Paris Cedex 15
Tél. (1) 45 78 61 39

IRELAND

**Government Publications Sales Office**
Sun Alliance House
Molesworth Street
Dublin 2
Tel. 71 03 09

or by post:

**Government Stationery Office**
**Publications Section**
6th Floor
Bishop Street
Dublin 8
Tel. 78 16 66

ITALIA

**Licosa Spa**
Via Lamarmora, 45
Casella postale 552
50 121 Firenze
Tel. 57 97 51
Telex 570466 LICOSA I
CCP 343 509

Subagents:

**Libreria scientifica Lucio de Biasio - AEIOU**
Via Meravigli, 16
20 123 Milano
Tel. 80 76 79

**Libreria Tassi**
Via A. Farnese, 28
00 192 Roma
Tel. 31 05 90

**Libreria giuridica**
Via 12 Ottobre, 172/R
16 121 Genova
Tel. 59 56 93

GRAND-DUCHÉ DE LUXEMBOURG
et autres pays / and other countries

**Office des publications officielles des Communautés européennes**
2, rue Mercier
L-2985 Luxembourg
Tél. 49 92 81
Telex PUBOF LU 1324 b
CCP 19190-81
CC bancaire BIL 8-109-6001-20

Abonnements / Subscriptions:

**Messageries Paul Kraus**
11, rue Christophe Plantin
L-2339 Luxembourg
Tél. 49 98 888
Telex 2515
CCP 49242-63

NEDERLAND

**Staatsdrukkerij- en uitgeverijbedrijf**
Christoffel Plantijnstraat
Postbus 20014
2500 EA 's-Gravenhage
Tel. (070) 78 98 80 (bestellingen)

PORTUGAL

**Imprensa Nacional**
**Casa da Moeda, E.P.**
Rua D. Francisco Manuel de Melo, 5
1092 Lisboa Codex
Tel. 69 34 14
Telex 15328 INCM

**Distribuidora Livros Bertrand Lda.**
**Grupo Bertrand, SARL**
Rua das Terras dos Vales, 4-A
Apart. 37
2700 Amadora CODEX
Tel. 493 90 50 - 494 87 88
Telex 15798 BERDIS

UNITED KINGDOM

**HM Stationery Office**
HMSO Publications Centre
51 Nine Elms Lane
London SW8 5DR
Tel. (01) 211 56 56

Sub-agent:

**Alan Armstrong & Associates Ltd**
72 Park Road
London NW1 4SH
Tel. (01) 723 39 02
Telex 297635 AAALTD G

UNITED STATES OF AMERICA

**European Community Information Service**
2100 M Street, NW
Suite 707
Washington, DC 20037
Tel. (202) 862 9500

CANADA

**Renouf Publishing Co. Ltd.**
61 Sparks Street
Ottawa
Ontario K1P 5R1
Tel. Toll Free 1 (800) 267 4164
Ottawa Region (613) 238 8985-6
Telex 053 4936

JAPAN

**Kinokuniya Company Ltd.**
17-7 Shinjuku 3-chome
Shinjuku-ku
Tokyo 160-91
Tel. (03) 354 0131

**Journal Department**
PO Box 55 Chitose
Tokyo 156
Tel. (03) 439 0124

CEDEFOP

European Centre for the Development of Vocational Training,
Bundesallee 22, **D-1000 Berlin 15**
Tel. (030) 88 41 20, Telex 184 163 eucen d, Telefax (030) 88 41 22 22

Price (excluding VAT) in Luxembourg
ECU 5 BFR 200 IRL 3.60 UKL 3.50 USD 5

OFFICE FOR OFFICIAL PUBLICATIONS
OF THE EUROPEAN COMMUNITIES

L-2985 Luxembourg

ISBN 92-825-7605-1